

WELLESLEY COLLEGE BULLETIN

Volume 82, Number 1
September 1992



WELLESLEY

1992-93 CATALOG ISSUE

Wellesley College Bulletin

Vol. 82, No. 1 September 1992

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Academic Calendar 1992-93

First Semester

SEPTEMBER

New students arrive	3, Thurs.
Orientation	3, Thurs. through 8, Tues.
Returning students arrive	5, Sat.
Central Check-In	8, Tues.
Convocation	8, Tues.
First Day of Classes	9, Wed.

OCTOBER

Fall recess begins (after classes)	9, Fri.
Fall recess ends	12, Mon.

NOVEMBER

Thanksgiving recess begins (after classes)	25, Wed.
Thanksgiving recess ends	29, Sun

DECEMBER

Classes end	11, Fri.
Reading period begins	11, Fri.
Examinations begin	15, Tues.
Examinations end	21, Mon.
Holiday vacation begins (after examinations)	21, Mon.

JANUARY

Wintersession begins	6, Wed.
Wintersession ends	27, Wed

Second Semester

JANUARY

Classes begin	28, Thurs.
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FEBRUARY

Presidents' Day (no classes)	15, Mon.
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MARCH

Spring vacation begins (after classes)	19, Fri.
Spring vacation ends	28, Sun.

APRIL

Patriot's Day (no classes)	19, Mon.
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MAY

Classes end	6, Thurs.
Reading period begins	7, Fri.
Examinations begin	12, Wed.
Examinations end	18, Tues.
Commencement	28, Fri.

Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance. Student guides are available to provide tours for visitors without appointments. Visitors may, however, wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

President

General interests of the College

Dean of the College

Academic policies and programs

Dean of Students

Student life; advising; counseling; residence; MIT cross registration; exchange programs; international students; study abroad

Class Deans

Individual students

Dean of Continuing Education

Davis Scholars; Postbaccalaureate students

Director of Admission

Admission of students

Director of Financial Aid

Financial aid; student loans

Bursar

College fees

Registrar

Transcripts of records

Director, Career Center

Graduate school; employment; general career counseling of undergraduates and alumnae

Vice President for Finance and Administration

Business matters

Vice President for Resources and Public Affairs

Gifts and bequests; media; publications

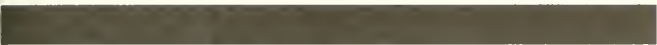
Executive Director, Alumnae Association

Alumnae interests

Address

Wellesley College
106 Central Street
Wellesley, Massachusetts 02181
(617) 235-0320

THE COLLEGE



The College

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at Wellesley can provide the foundation for the widest possible range of ambitions, and the necessary self-confidence to fulfill them. At Wellesley, a student has *every* educational opportunity. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old and can never become obsolete.

Wellesley is a college for the student who has high expectations for her personal and intellectual life, and for her career. Beyond this common ground, there is no Wellesley stereotype. Wellesley is a multicultural community. Students at the College come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Through the Davis Degree Program, women beyond the traditional college age, many of whom are married and have children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people is made possible, in large part, by the College's aid-blind admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Wellesley's founder, Henry Fowle Durant, was an impassioned believer in educational opportunity for women. Throughout its 117-year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women. The Wellesley College Center for Research on Women, a policy-oriented research institution on campus, was founded in 1974 and has produced much work of national importance about the role of women and men in contemporary society.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. The constant features are the grouping of disciplines into the humanities, the social sciences, and the natural sciences and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this

framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, and the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change and quick to incorporate new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. Some departments also offer minors. A multidepartmental first-year student writing course and a multicultural course are degree requirements.

Wellesley students and faculty in all disciplines use the College's academic computing facilities in their courses and research. Faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. Wellesley was one of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major.

Introduced eight years ago, the Cluster Program provides for first-year students a new format in which to study traditional materials of the liberal arts curriculum.

The Wellesley-MIT Cross Registration allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a large variety of MIT subjects, largely in the social sciences, planning, and management, as well as courses in computer science, engineering, mathematics, and the sciences. Popular courses have been "Issues in Architecture," "Financial Management," "Cost Accounting," and "Field Geology." Wellesley students construct individual majors in such subjects as Urban Planning, Engineering, and Linguistics which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with Brandeis University in nearby Waltham, Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia, and Mills College, in Oakland, California.

Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad is available through several

Wellesley funds. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or summer. There are also several funds for study in Asia during the academic year and the summer.

The Wellesley faculty are scholars composed of scientists, artists, and political and economic analysts who have achieved highest recognition in their fields. Dedicated to teaching, they bring to the College a vast range of academic and professional interests. A number of faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community, and are available to students long after the end of class.

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of concern. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Learning at Wellesley is supported by excellent academic facilities. Wellesley students have access to virtually all the collections on campus through a computerized library system: a total of over 1 million items, including 660,000 bound volumes, 2,800 periodicals, 210,000 microforms, 15,000 sound recordings, a comprehensive file of federal and international documents, and archives documenting the College's history. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center, recently expanded and renovated, brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories in the Science Center are completely equipped for a wide variety of fields. The Center also includes an extensive complex of greenhouses and a fine observatory.

Students in the arts find excellent facilities in the Jewett Arts Center, a complex consisting of the art department wing and the

theatre and music wing, linked by the Wellesley College Museum. A new museum and Cultural Center is under construction and will open in 1993.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks, through educational programs, to integrate academic and extra-curricular life. Residence life is administered in several different ways, ranging from professional heads of houses to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of life-long importance. The College encourages self-expression through any of the over 100 established student organizations, as well as any interest that a student may choose to pursue alone or with a small number of friends. Wellesley also supports those students who investigate religious issues and thought. The College chaplaincy offers a religious program in many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision making in nearly every area of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on committees of the Academic and Administrative Councils, including the Board of Admission and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. They also serve on committees that set policy for residential life and govern Schneider Center, the focus for much student activity on campus.

The Wellesley College Government Association was established in 1901 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Nonresident Student Organization.

Each student who comes to Wellesley College joins an extended community, composed of the thousands of alumnae who have preceded her. Some of them have been outstanding scholars and researchers; others have been leaders in politics and social issues; still others have made important contributions to their communities through volunteer work. We are proud of our alumnae. Their contributions, however they have chosen to make them, prove that four years at Wellesley College is just a beginning.

The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths and fitness trails. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower which rises 182 feet.

Facilities & Resources

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to state-of-the-art equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

Classrooms The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center The Science Center houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, and psychology. The Center includes up-to-date and well-equipped teaching and research laboratories. A major expansion and renovation project was completed in 1991.

The Science Library in the Center contains 95,000 volumes which include collections from all of the above departments. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, microfilm facilities, portable computer terminals, even tool boxes for loan are under the supervision of a science librarian.

Greenhouses The Margaret C. Ferguson greenhouses, combined with the 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Gardens, are an outstanding teaching facility and a horticultural resource visited by thousands each year.

The 15 greenhouses contain a diverse collection of over 1,000 different plants. Temperature and humidity in each of the houses are controlled independently, providing a wide range of climates in which plants from all regions of the world grow. The permanent collection emphasizes the diversity and adaptation of desert plants, tropical plants, orchids and ferns and includes large numbers of subtropical, temperate, and aquatic plants. Two of the greenhouses are reserved for propagation and plant growth by classes in horticulture, while two others provide modern botanical research facilities for faculty and students. The original greenhouses, built in 1922, were renovated in 1983 and now represent the best in modern and energy-efficient greenhouse construction.

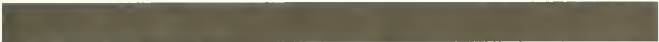
Observatory	The Whitin Observatory contains laboratories, classrooms, a darkroom, and the Astronomy Library. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope, as well as state-of-the-art electronics and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.
Computer Facilities	The academic computing facilities consist of a VAX-8550 time-sharing computer system, several Micro-Vax computers, 8 DEC-station 5000 workstations, 15 IBM RS6000 workstations (dedicated to computer science instruction and research), 4 Sun workstations (in the new Computer Science Graphics Laboratory), and clusters of Apple Mac SE and Mac II computers (16 in the Mathematics Graphics Classroom) and IBM PS/2 microcomputers. These computers are connected to a campus-wide network which provides access from labs, offices, classrooms, and terminal rooms to the timesharing computers, laser printers, library catalog, and the Internet. Macintosh and IBM-compatible microcomputers are available in common rooms in the dorms. All dorm rooms are being wired for voice and data.
Jewett Arts Center	The Jewett Arts Center consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing. The music and theatre wing houses the Music Library, listening rooms, practice studios, classrooms and offices. A collection of musical instruments of various periods is available to students. The Jewett Auditorium, a 320-seat theatre, is used for chamber music performances, theatre events, lectures and symposia.
The Davis Museum and Cultural Center	A new museum and cultural center will open in 1993. The four-floor museum facility will offer expanded galleries for paintings, sculpture and works on paper from the museum's encyclopedic collection, and for temporary exhibitions. It will also house a print-room, study gallery and classrooms. The museum was founded in 1889 to provide high-quality objects for the study of art. Since that time, the museum's holdings have grown to include more than 4,000 objects that span the 3,000 years of the history of art. To maintain the interrelationships among the arts at Wellesley, the Davis Museum and Cultural Center will be adjacent to the Jewett Arts Center and Pendleton West. The facilities will be linked by bridges allowing students to move easily from classrooms and studios into libraries and museum galleries. The complex will also include a courtyard, a 200-seat cinema, and a small café.

Margaret Clapp Library	The College Library's holdings (including Art, Astronomy, Music, and Science Library collections) contain over 1 million items including 660,000 bound volumes, 2,800 periodicals, 210,000 microforms, 15,000 sound recordings, and an important collection of federal and international documents. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections. The Special Collections include letters, manuscripts, and rare books and the Archives contain materials documenting the history of Wellesley. The Language Laboratory, the Faculty Instructional Computing Center, and the collection of spoken and dramatic recordings are in the library. A lecture room is available for meetings. A computerized library system provides online information about the College Library's holdings. The system is accessed from computer terminals located in each library and other sites around the campus.
Continuing Education House	The CE House is the official home for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students. The offices of the Dean of Continuing Education and her staff, who coordinate the academic and support systems for students, are located there. The CE House is a gathering place for student meetings, study groups, peer advisor workshops, special events and informal get-togethers. Students elect their own House Council President and Council members who plan activities for the community. Student advisors serve as peer counselors providing personal support and information for new students entering each semester.
Child Study Center	The Child Study Center is a preschool and laboratory which serves the College and the neighboring community. It is housed in the Anne L. Page Memorial Building, which was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages two to five. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center; research equipment is available at both locations.
Physical Education Facilities	Classes for all indoor sports and dance are conducted in the Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash and racquetball courts; a weight room; exercise/dance studios; volleyball courts; and an athletic training area. The field house has basketball and indoor tennis courts and a 200-meter track. Outdoor water sports center around the boat-house where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a nine-hole golf course, 24 tennis courts, hockey, lacrosse, and soccer fields, and a swimming beach.

Alumnae Hall	The largest auditorium on the campus, seating more than 1,300 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.
Chapel	The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services and concerts.
Schneider College Center	The center for extracurricular life at the College is Schneider College Center. It provides lounge areas, a cafeteria, an entertainment stage, a convenience store, meeting rooms, offices for Schneider Board and College Government, facilities for nonresident students (lounge, mailboxes, kitchen, study room), a lounge and kosher kitchen for Hillel, a student staffed Info Box, the student-managed Café Hoop and Candy Store, <i>Wellesley News</i> , <i>Legenda</i> , and the Wellesley College radio station, WZLY. It also contains offices for the Community Service Center, Residence, the Schneider Center staff, Manager of Schneider Food Service, and the Chaplaincy.
Harambee House	Harambee House, the cultural and social center for the African-American community at Wellesley, offers diverse programs which are open to the entire College community. The programs which highlight the various aspects of the African-American culture are presented throughout the academic year. Harambee has a growing library of the history and culture of African and African-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and <i>Ethos Woman</i> (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.
Slater International/Multicultural Center	Slater Center is a center for international and multicultural students and faculty. The Center serves campus organizations that have an interest in international and multicultural affairs and helps to sponsor seminars and speakers on those topics. The International Student/Multicultural Advisor, whose office is located in the Center, counsels students from abroad as well as Asian-American and Latina students. She also handles immigration matters for students and faculty. Slater Center is the headquarters for all international and multicultural organizations providing student members a place to study, cook, entertain, and get to know each other

	better. In addition, the Center coordinates a peer counseling group of international students to help new students make a smooth adjustment to the United States.
Society Houses	There are three society houses. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester first-year students. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House is for students with an interest in modern drama. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.
Green Hall	The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic and Administrative Council and trustee meetings and class and seminar rooms. Named for Hetty R. Green, the building was erected in 1931.
Infirmary	Simpson Infirmary consists of an outpatient clinic and hospital which is licensed by the State and is an institutional member of the American College Health Association.
President's House	The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. It is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, students, faculty and staff, and for graduating seniors and their parents.
Wellesley College Club	The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are used for many special occasions. Overnight accommodations are available for alumnae and for parents of students and prospective students.
Center for Research on Women	The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center's policy-oriented studies focus on women's education, employment, and family life. Extensive research is being conducted on gender equity, curriculum change, childcare, mother/infant bonding, the effects of economic and social policies on women of all races and social classes, women in the sciences, and stress in the lives of women and men. <i>The Women's Review of Books</i> is published at the Center.

STUDENT LIFE



Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations, volunteer programs and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. There are over twenty multicultural organizations including the Slater International Association: Mezcla, an association of Chicana, Native American, and Latina students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; The Korean Students Association; the Womyn's Alliance, a group interested in feminist issues; and the Wellesley Off-Campus Students (WOCS) Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, Ministry to Black Women, Lutheran-Episcopal Fellowship, Campus Crusade for Christ, and Christian Science Organization offer many programs throughout the year.

Students are also responsible for a number of publications, among them *Wellesley News*, the student newspaper published weekly; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *The Galenstone*, a student publication. WZLY, the campus radio station, is operated by an all-student staff.

Students can become involved in the Greater Boston community in a variety of ways. The Career Center Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations. In addition, the Community Service Center coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, and Rosie's Place, a shelter for homeless women.

Sports are a significant part of life at Wellesley. There are eleven intercollegiate programs, and opportunities for competition in club sports such as softball, skiing and rugby. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. Wellesley's Sports Center includes an eight-lane competition swimming pool, badminton, squash and racquetball courts; a weight room; exercise/dance studios; volleyball courts; and an athletic training area. The field house has basketball and volleyball courts, indoor tennis courts and a 200-meter track. Lake Waban is used for water sports and Paramesium Pond for ice skating.

The arts have always been a highly visible part of the Wellesley experience. The College Choir, the Chamber Orchestra, the Prism Jazz Ensemble, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Widows, the Ethos Choir, the Carillonners Guild, and the MIT Orchestra are some of the many groups which offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society.

Life at Wellesley also includes a number of traditional social events. Junior Show, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house, conference rooms, and a student-run store, is the center of community activity. Supplementing the facilities and resources of Schneider are Slater Center, which is the frequent setting for international and multicultural events and celebrations, and Harambee House, the social and cultural center of the African and African-American community at Wellesley. Harambee sponsors lectures, music and dance performances, many in conjunction with other departments in the College. Lectures and cultural programs are presented also by Mezcla, the Korean Student Association, China Club, Japan Club and Hillel, and many other student organizations.

Student Residences & Resources

Although some students live off campus, most live in one of Wellesley's twenty-one residence halls. For resident and nonresident students alike, the College provides the counseling, religious, and health services necessary to ensure the students physical and mental well-being.

Residence Halls

The residence halls are the focus of much campus life. Informal learning at Wellesley takes place in spontaneous discussions and through planned programming in the residence halls. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community, with much of the administration and program planning initiated by the students. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea—an informal occasion which continues to attract many students.

There are several types of residence halls at Wellesley, each with a distinctive theme and structure. The 15 larger residence halls (most housing 120-140 students), are staffed by professional Heads of House. Each Head of House serves as an advisor and counselor to individuals and groups in each hall and as a liaison to the College community. The Heads of House, who have specialized training in adolescent development and womens' issues, supervise a residence staff which includes a Resident Advisor on each floor, a First-Year Student Coordinator, and a House President. The smaller halls (Simpson West, Homestead, French House, Cervantes House, Instead and Cedar Lodge) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8-18 upperclass students living there.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policymaking. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, triple rooms, and some suites. Incoming first-year students are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities which are open on a five or seven day basis. All dining rooms offer vegetarian entrees at lunch and dinner. Pomeroy dining hall serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, pillow, desk, chair, lamp, bookcase, and bureau for each resident student. Students supply linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute one to two hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Twenty-one residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Cedar Lodge, Dower, French House, Homestead, Instead, Stone, and Davis are near the

Route 16 entrance to the campus; Tower Court, Severance, Cervantes House, Lake House, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

**Student
Parking and
Transportation**

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for sophomores, juniors and seniors is currently: \$70 for each semester or \$125 for the year, and for nonresident students \$50 for the semester or \$90 for the year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 am to 11:00 pm, Monday-Friday) with subway connections to the Greater Boston area. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students' needs.

**College
Counseling
Service**

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates about personal matters, whether large or small, affecting their daily life or their more basic sense of purpose and direction.

Staff members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term group and individual counseling. They also offer a variety of preventive outreach programs such as workshops and issue-oriented groups, and there is no fee for these services. Clinical staff are trained in the disciplines of psychiatry, psychology and social work. Long-term psychotherapy is not provided at the College, but the counseling staff can provide referral services and help students locate appropriate long-term private therapists and sliding-scale agencies.

Complete professional confidentiality is maintained at all times.

**Religious
Resources**

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers diverse religious, personal growth, and social action programs as well as service opportunities. The Dean of Religious Life directs an interfaith center with a Protestant chaplain, Jewish chaplain/Hillel director, Catholic priest and chaplain, and advisors to other religious faiths. All of them are available for religious and personal counseling.

The Dean of Religious Life officiates at interfaith services held regularly throughout the academic year in Houghton Memorial Chapel.

Catholic mass is offered on Sunday and Thursday afternoons, and the Newman Catholic Ministry offers a number of other programs.

Jewish students will find a varied program including high holiday services and kosher meal options. Pomeroy dining hall serves kosher/vegetarian food at all meals. Kosher products are available in the Convenience Store in Schneider Center. A kosher kitchen is available for student use in Schneider Center.

Attendance at all worship services is open and voluntary. Many activities are also sponsored by other religious groups on campus.

College Health Service

Simpson Infirmary includes an outpatient clinic and licensed hospital which provide primary medical care to all students. There is no charge for outpatient visits to a nurse or doctor. Medical insurance is required, and usually covers the charges for laboratory tests, certain examinations and procedures, and inpatient care. A college-sponsored, state-mandated student insurance plan is available, and an additional policy is available which provides more comprehensive benefits. Consultation with specialists is available both locally and in Boston; financial responsibility rests with the student, her parents, or their health insurers. Besides the usual medical care given by the College Health Service, members of the staff emphasize educational and preventive measures to increase wellness and promote healthful lifestyles. Programs are developed in response to students' needs or requests.

The Health Service collaborates with other college services such as residence and physical education. The confidentiality of the doctor-patient relationship is carefully maintained: medical information is not shared with College authorities or parents without the specific consent of the student, and is disclosed only to meet insurance claims or legal requirements. Students are required by Massachusetts law to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government*, copies of which are available to all students.

Honor Code

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor code. As the vital foundation of government, the honor code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and

responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor code, as a member of the student body of Wellesley College, both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the honor code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor code by any member of the community.

College Government

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Violations of the Honor Code are adjudicated through the student-run Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate,

misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as “Directory Information”) without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student’s parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student’s prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student’s undergraduate performance is removed from a student’s file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student’s permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein and the “Wellesley College Guidelines on Student Records” are available on request from the Office of the Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Education, 550 Independence Avenue, S.W., Washington, D.C. 20201.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; and previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Career Center

The Career Center helps students to translate their liberal arts skills into specific careers. Through panel presentations and programs such as Management Basics, the Shadow program, and company information meetings, students are introduced to the various professions. The Center also provides resume, job search and interviewing skills workshops and sponsors a wide variety of programs which bring alumnae back to the campus to discuss their working lives. On-the-job experience and career exploration are offered through over 2,000 internship listings and special programs in many fields and locations during the academic year and summer months. The Center also produces a number of informational publications for students, including *Agenda*, a biweekly newsletter for every student.

Throughout their time at Wellesley, students are encouraged to use the Center for career exploration and planning for graduate study. Most services are available to alumnae.

Counseling

During the school year, counselors are available daily to answer career-related questions on a drop-in basis. Group counseling sessions and individual appointments are also offered. The Center gives workshops on resume writing, self-assessment, job search, and applying to graduate and professional schools. Students may also practice their interviewing skills during videotaped mock interviews.

Recruiting/ Job Notices

The Career Center offers a recruiting program in which over 100 companies participate. Students are notified of scheduled visits by postings in the Center, and in campus newspapers. Job notebooks are maintained by the Center staff and are open to all students and alumnae. Two job bulletins produced by the Center, *Springboard* for graduating seniors and *Horizons* for alumnae, are available upon request.

Graduate Schools

The Career Center provides assistance in applying to graduate school, including information on graduate school and professional school examinations, advice on completing graduate school applications, and financial aid information.

Internships

The Career Center keeps information on a wide variety of internship programs available at the College, in the local community, and throughout the country, during the term, January, and summer.

	Interns work in dozens of fields ranging from engineering to environmental advocacy, from stage management to banking. The Center is the clearinghouse for all internships. Internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.
Service Opportunity Stipends	Students interested in community and public service internships may apply through the Career Center for Service Opportunity Stipends. Designed to encourage direct student involvement in service and to foster the spirit of volunteerism, these awards provide financial support to Wellesley students for an unpaid position or internship with a community or public service organization.
Scholarships and Fellowships	The Center Library provides information on a wide variety of scholarships, fellowships, and grants for graduate study. Advice is also available on awards which require endorsement by the College.
Career Library	The Career Center Library has an extensive collection of books, magazines and journals to assist in the career exploration process. In addition, there are listings of alumnae contacts, a collection of videotapes of alumnae career panels, alumnae questionnaires describing graduate programs and places of employment, job listings, and SIGI+, a computerized career guidance system.
Recommendations	All students are encouraged to build a reference file; references will be forwarded to schools and employers for a fee. The Center provides standard recommendation forms acceptable to graduate schools and employers.

ADMISSION

Admission

The Board of Admission chooses students who will benefit from the education Wellesley offers and who will be able to meet the standards for graduation. Consideration is given to creativity, high motivation and strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers, guidance counselors or principals, the student's own statements about herself and her activities, and the interview reports when available from the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First-Year Student Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, history, training in the principles of mathematics (typically four years), competence in at least one foreign language, ancient or modern (usually achieved through four years of study), and experience in two laboratory sciences.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

The Application	Application forms may be obtained from the Board of Admission. A nonrefundable fee of \$45 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.
The Interview	Wellesley does not require a personal interview as part of the application for first-year applicants. The College, however, strongly recommends that applicants make arrangements to have one. An interview is required of transfer applicants and of Accelerating Candidates, see pp. 29 and 30. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission or use the form provided in the application to request the name of an alumna interviewer in the candidate's local area. A high school junior may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from January 15 to May 1; however, tours will still be given by student guides during this time.
Campus Visit	Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Overnights in the residence halls can also be arranged for high school seniors. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, attendance at classes, and overnights can be arranged before their arrival on campus.
College Board Tests	The College Board Scholastic Aptitude Test and three Achievement Tests are required of all applicants for admission. One Achievement Test must be English Composition (with or without Essay), the other two may be in subjects of the student's choice.

Each applicant is responsible for arranging to take the tests and for requesting that the College Board send the results of all tests taken to Wellesley College. The College Board sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to College Board, Box 6200, Princeton, New Jersey 08541-6200; or in the western United States, western Canada, Australia, Mexico, or the Pacific Islands, to Educational Testing Service, Box 23470, Oakland, California 94623-0470.

It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September 1993 is January 23, 1993.

The College Board Code Number for Wellesley College is 3957.

Dates of College Board Tests

November 7, 1992
December 5, 1992
January 23, 1993
March 27, 1993 (SAT only)
May 1, 1993
June 5, 1993

In addition, on October 10, 1992 the SAT only is offered in California, Florida, Georgia, Hawaii, Illinois, New Jersey, North Carolina, Pennsylvania, South Carolina, Texas, and Virginia.

Admission Plans

Regular Decision

A candidate who uses the Regular plan for admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests anytime through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records. Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish to apply Early Decision must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although College Board tests taken through the November 7, 1992 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and *who request it* by checking the appropriate box on the application form, will receive an Early Evaluation of their chances for admission.

These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

Accelerating Candidates

The College considers applications from candidates who plan to enter college after completing three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Accelerating Candidates in their correspondence with the Board of Admission. Accelerating applicants are required to have an interview; it is preferable that these candidates have their interviews at the College if distance permits. Accelerating Candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures for the Regular Decision Plan.

Deferred Entrance

Students who complete their applications and are admitted and who then wish to defer entrance to the first-year student class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in school systems abroad follow the same application procedures as international students.

International & Transfer Students

Through the years Wellesley has sought and benefited from a large body of international students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

International Students

The following students apply for admission through the International Student Board of Admission, using the special International Student Application form:

1. All international students applying from overseas secondary schools or universities (with the exception of Canadians applying from schools in Canada);
2. U.S. citizens who have been educated in a school system abroad.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. There is no application fee for students filing the International Student Application form.

Financial aid is available for only a limited number of international students. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The College Board entrance examinations, and the TOEFL (Test of English as a Foreign Language) are required of all international students in addition to their own national examinations. The TOEFL is not required if English is the candidate's first language. The official SAT and Achievement Test score reports must be forwarded directly to Wellesley College by the College Board by using Wellesley's Code Number 3957 on the College Board registration form. If SAT and Achievement Tests are not administered in an applicant's country, they may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned date of entrance. To obtain the information brochure *International Students* and the International Student Application form, please write to the Board of Admission. Letters of inquiry should include the student's country of citizenship, present school, academic level, and the year of planned college entrance.

International Students Applying from U.S. High Schools

Citizens of other countries who will have completed two or more years of secondary school in the United States before entering college do not use the International Student Application, but apply instead through the regular admission program. International students applying through the regular admission program, who also wish to apply for the limited financial aid funds, are eligible to apply only under the Regular Decision Plan (January 15 deadline).

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. Scholastic Aptitude Tests are required of transfer applicants. An interview is also required. Students wishing to transfer into Wellesley should apply by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable registration fee of \$45, or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily, only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's writing and course distribution requirements which must be fulfilled for graduation. These requirements are described on pp. 51–53 of this catalog. Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT. Candidates who are older than the usual undergraduate age and whose educations have been interrupted for several years prior to the date of application, may wish to consult the Office of Continuing Education.

Continuing Education

Wellesley College through the Office of the Dean of Continuing Education offers two programs. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women beyond traditional college age who wish to work toward the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for a limited number of men and women who seek nondegree coursework. Students in these programs enroll in the same courses as the traditional age Wellesley undergraduates, and may enroll on a part-time or full-time basis.

Elisabeth Kaiser Davis Degree Program

Candidates for the B.A. degree are women, usually over the age of 24, whose education has been interrupted for at least two years, or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission to Wellesley College. At least 16 of the 32 units required for the B.A. degree must be com-

pleted at Wellesley. Students in the program, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for completion of the degree, and students may take just one or two courses a term, or a full course load. The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus and these students carry a full academic course load. Cedar Lodge, a residence hall for Davis Scholars, will open in the fall of 1992.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley, and for which a grade of C or better was earned. Any coursework presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, along with the degree requirements of the institution. This information should be sent with the application for admission.

Postbaccalaureate Study Program

Postbaccalaureate study is open to men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives or make a career change. Premedical Studies, Secondary School Teacher Certification and Prearchitectural Studies are popular choices. A degree is not offered.

Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study may be obtained from the Office of the Dean of Continuing Education. Official transcripts, the completion of an essay application, and letters of recommendation must be submitted before a candidate is considered for admission. A personal interview is also required. The Board of Admission looks for evidence, such as work and volunteer experience, and especially recent coursework that demonstrates intellectual ability and emotional maturity.

All applications should be submitted as early as possible, and must be accompanied by a nonrefundable application fee. Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall of 1993. The application deadlines for the Postbaccalaureate Study Program are December 1 for spring semester admission, and March 1 and August 1 for fall semester admission. August 1 applicants will be considered on a space available basis. International student applicants to either program must submit all application materials by December 1 for admission the following fall.

COSTS & FINANCIAL AID

Costs

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances. The amount and kind of financial aid is determined solely by financial need.

Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately 60% of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment funds.

The Comprehensive Fee for 1992-93 resident students is \$22,900. There is an additional fee of \$590 for students who purchase Student Health Insurance. The breakdown is as follows:

	Resident	Non-Resident
Tuition	\$16,690	\$16,690
Room	2,860	N/A
Board	3,025	N/A
Student activity fee	105	105
Facilities fee	220	220
Comprehensive fee	\$22,900	\$17,015
Student Health Insurance	590	590

Meal Plans	All resident students must have a meal plan. First-year resident students must take the 20 Meal Plan. Students who live in cooperative housing and choose a Coop Meal Plan pay the College a \$100 kitchen usage fee instead of board.
Student Activity Fee	The student activity fee is administered by the Student College Government. It provides resources from which student organizations can plan and implement extracurricular activities.
Facilities Fee	The facilities fee is a usage charge for the computer facility and the sports center.
Student Health and Insurance Program	Brochures about the Wellesley College Health Service and about the Student Insurance Program are sent with bills for each student in July. Because a portion of the Comprehensive Fee supports the Wellesley College Health Service, all full-time students are eligible for office visits at the Health Service at no additional cost. Students taking fewer than three courses per semester are eligible for office visits at College Health Service only if they purchase Student Health Insurance or on a fee-for-service basis.

All degree candidates and those nondegree students who take at least three courses are enrolled each semester for Student Health Insurance, unless the Bursar receives a waiver card verifying the student's coverage under an equivalent policy. Those enrolled for Student Health Insurance will not be charged for certain services at the Wellesley College Health Service (including laboratory tests, immunizations, and other services and supplies) or inpatient services (hospital admission) and will be covered for specified medical treatment while away from Wellesley. Nonroutine care is available on a fee-for-service basis at the Health Service to students not covered by Wellesley insurance.

An optional Master Medical program providing supplementary coverage is also recommended for students. Wellesley does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education and Athletics.

Special Fees and Expenses

These include, but are not limited to, the following: A fee for each course taken for credit in excess of five in any semester: \$2,087; certain special course fees, e.g., the cost of instrumental and vocal lessons (see p. 183); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently: \$70 for each semester or \$125 for the year; and for nonresidents: \$50 for the semester or \$90 for the year.

All fees, with the exception of tuition, room and board, are subject to change without notice.

Personal Expenses

In addition to the fees above, a student should count on approximately \$1,100 for books, supplies, and personal expenses. Some students spend more and a few spend less.

General Deposit

A General Deposit of \$200, paid by each entering student, is not part of the College fee. The deposit is refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees.

Class Reservation Payment

A payment of \$150 reserves a place in the College for the first-year student. It is due on February 1 for Early Decision students, and on May 1 for other entering first-year students. The payment is credited toward the following semester's Comprehensive Fee.

Refund Policy

Refunds will be made for withdrawal or leave of absence prior to the ninth week of the semester. The Comprehensive Fee will be

Continuing Education Fees and Refunds

prorated on a calendar week basis; \$200 will be assessed to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the eighth week. *The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans are refunded to the grantor or lender.

Tuition for a nonresident Davis Degree Scholar or Postbaccalaureate Study student is \$2,087 per semester course. Students taking four or five courses a semester pay \$8,345 per semester. A \$14 per course student activity fee with a maximum of \$52.50 per semester, and a \$28 per course facilities fee with a maximum of \$110 per semester will also be charged.

A nonresident student who withdraws from a course will receive: a full refund for withdrawal from courses during the add/drop period; thereafter, charges will be prorated on a calendar week basis until the eighth week. An additional \$200 administrative fee will be assessed upon withdrawal or leave of absence; if a student returns to Wellesley from leave, the \$200 will be credited toward charges for the following term. No refunds will be made for withdrawal after the eighth week. *The date of withdrawal shall be the date on which the student notifies the Dean of Continuing Education of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans are refunded to the grantor or lender.

Other fees and refunds for resident Davis Degree Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate Study programs are also responsible for paying the General Deposit and Class Reservation payment described above.

High School Student Fees and Refunds

High school students taking courses at Wellesley pay \$2,087 per semester course; for refunds, charges are prorated on a calendar week basis until the eighth week.

Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Plan, a Ten-Month Plan, and a four-year Prepaid Tuition Stabilization Plan. See also, Summary of Payment Plans and Financing Options on pages 40 and 41.

All fees must be paid in accordance with one of these approved payment plans before the student can register or receive credit for

courses or obtain course transcripts. All financial obligations to the College must be met before a diploma can be awarded. Fees of up to \$100 per month are assessed for late payment and interest at a rate of up to 1.5% per month (19.6% APR) may be charged on delinquent accounts.

It is the student's responsibility to insure that loans, grants, and other payments are sent to the College by the plan due dates.

**Semester
Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is paid to the College by *August 1 for the fall semester*, and by *January 1 for the spring semester*. This plan is generally used by families who are paying college expenses from savings or who have access to loans at favorable terms such as those described on pages 38 and 39.

**Ten-Month
Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester), *is budgeted over five payments*. The payments are due on the 25th day of every month, *May 25 to September 25* for the fall semester and *October 25 to February 25* for the spring semester. A fee of up to \$125 is charged each semester to cover administrative costs.

The Ten-Month Plan was established for families who pay from current family earnings. Families who can deposit money into a savings account or prepayment program, such as the R.C. Knight Insured Tuition Payment Plan (ITPP) described below, will have funds available for August 1 and January 1 payment to Wellesley without additional administrative expense. The College cannot extend the payment period of the Ten-Month Plan.

**Prepaid Tuition
Stabilization
Plan (PTSP)**

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College provided the student pays, by June 30, an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

**Payment for
Students
Receiving
Financial Aid,
Scholarships or
Loans**

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Financial Aid Office and her Student Account Representative in the Bur-sar's Office.

Financing Options

To finance the Wellesley Payment Plans, several options including savings and loan programs are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Offices of the Bursar and Financial Aid, and are included in brochures mailed each spring. To compare details of the various plans and options see the “Summary of Payment Plans and Financing Options” on pages 40 and 41. A brief description of each follows.

Savings Plan

R.C. Knight Insured Tuition Payment Plan (ITPP)

The R.C. Knight Insured Tuition Payment Plan, is not a loan; it is a monthly budgeting and savings program that *pays interest to the participant* while it accumulates money for each semester’s payment. The onetime \$55 administrative fee also covers life and disability insurance, for qualified participants, to protect the student’s education.

Loan Plans

These are designed for families who prefer to borrow all or a portion of the Comprehensive Fee and repay the loan over a 2 to 20 year period.

Parents’ Loan for Undergraduate Students (PLUS); Supplemental Loans for Students (SLS)

Under these federally guaranteed loan programs, parents or students may borrow up to \$4,000 per year from participating banks. The applicant and student must be permanent U.S. residents or citizens.

Monthly repayment begins 45 days after the loan is received. However, repayment of the loan principal and, under certain conditions, interest, may be *deferred* while the student is enrolled.

R.C. Knight Extended Repayment Plan (ERP)

This plan, offered to all parents and independent students, aids budgeting; it fixes a monthly repayment amount, for the 10 to 15 year period beginning with the student’s first year, of \$500 for each \$10,000 that will be borrowed annually. Life and disability insurance and a Home Equity Option may also be available.

Family Education Loan (FEL)

The College has reserved funds of the Massachusetts Educational Financing (MEFA, formerly MELA) to provide fixed interest-rate loans for middle-income families (earning \$30,000-\$130,000 or more, under certain circumstances). Payments of \$100 per month per \$10,000 borrowed will repay the loan in 15 years.

SHARE Loan

COFHE (a consortium of colleges), Nellie Mae and The Education Resources Institute (TERI) sponsor this variable interest rate loan

with flexible terms. Payments of \$115 per \$10,000 borrowed will repay the loan in 12 to 20 years depending on interest rate fluctuations. Repayment begins 45 days after the loan is disbursed but principal repayment may be deferred.

Other Financing

The loan programs described above were selected by Wellesley College from a variety of available alternatives. In addition, many credit unions, banks, and other financial institutions offer trust, investment, and loan programs. Life insurance policies, pension and other union, employer or employee savings programs may provide loans with specific advantages. Some parents or other relatives or friends may apply for a loan with the understanding that the student will assume responsibility for repayment. Many Wellesley students use skills and contacts developed at the College to earn a significant portion of their tuition through summer, winter break, and term-time employment. The staff in the offices of the Bursar and Financial Aid are available to discuss possible avenues of financing with all students and their families whether or not the students have been awarded financial aid or scholarships.

Summary of Payment Plans and Financing Options 1992-1993*

Payment Plans

	Eligibility	Annual Maximum	Payments Per Year	Years to Complete Payments
Semester Payment Plan	All families	Comprehensive Fee (\$22,900 for residents)	2	4
Ten-Month Payment Plan**	All families	Comprehensive Fee (\$22,900 for residents)	10	4
Prepaid Tuition Stabilization Plan (PTSP)***	All families	\$66,760 first year only	1 in 1st year only for tuition 2 or 10 for other fees	1 4

Financing Options

R.C. Knight Insured Tuition Payment Plan (ITPP)	All families	Comprehensive Fee or as desired (no maximum)	8 in 1st year; 12 in years 2-4	4
Parent Loans for Undergraduate Students (PLUS); Supplemental Loans for Students (SLS)	Parent or guardian of all students enrolled at least half-time and independent students. Applicant and student must be U.S. citizens or residents.	\$4,000	12	5 for 1st loan; 10 with multiple loans
Family Education Loan (FEL)	Families of all students enrolled at least half-time	Total cost of attendance (less grants and other loans)	12	15
SHARE	All families and independent students. Applicant and student must be U.S. citizens or residents.	Lesser of cost of attendance (less grants and other loans) or \$20,000	12	4-20
R.C. Knight Extended Repayment Plan (ERP)	All families and independent students	Cost of attendance	12	2-15

* Information on this page pertains to fees, rates, and terms as of 3/30/92. All programs are evaluated yearly. Admitted students and their families received current information on the options in the spring prior to their September enrollment.

** To determine your monthly payment, subtract any anticipated education loans or grants from your Comprehensive Fee to calculate your "Amount Budgeted" for the table shown.

*** Applies to tuition only; remaining Comprehensive Fee paid on Semester or Ten-Month Plan each year.

∞ Includes credit history in United States of America and calculation of debt service to income ratio.

Payments Due	Annual Interest Rate	Service Fees	Insurance	Credit Check
Aug. 1 Jan. 2	None	None	None	None
Monthly May 25-Feb. 25	None	\$50-250	None	None
Entire \$66,760 June 30, 1992	None	None	None	None
Monthly starting May 1, 1992	Interest is earned on account balance	\$55 in 1st year only	Optional	None; not a loan
45-60 days after loan is made, then monthly; deferments available	9.34% variable 12% maximum	1% of loan amount	Optional	Required only by some banks ∞
30 days after loan is made, then monthly	9.25%, 10.33% APR fixed; Home Equity Option in many states	6% of loan amount plus \$35 application fee	Optional	Required ∞
45 days after loan is made, then monthly; deferments available	8.5% variable (Prime + 2%) Home Equity Option in many states	5% of loan amount	None	Required ∞
Day loan is made, then monthly	9.5% variable 18% maximum Home Equity Option in many states	\$55	Optional	Required ∞

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
\$15,000-22,900	\$250	\$1,525-2,315	\$15,250-23,150
11,000-14,999	200	1,120-1,520	11,200-15,199
7,000-10,999	150	715-1,115	7,150-11,149
3,000- 6,999	100	310- 710	3,100- 7,099
500- 2,999	50	55- 305	550- 3,049

Financial Aid

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first-year student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid the student requires. Approximately 70 percent of all Wellesley students receive aid from some source; 50 percent receive financial aid based on need from the College.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with the examination of family financial resources. Using a national system of need analysis, while meeting special needs, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, a \$1,100 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid while funds are sufficient. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant.

Work

Generally, the first portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote approximately eight to ten hours a week to their jobs, earning \$1,600 a year.

Over 70 percent of Wellesley College students work on or off campus. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

Loans

The next portion of a student's financial aid, \$2,625 for first-year students and \$4,300 for upperclass students, is met through low-interest loans. There are several kinds of loans available with different interest rates. The suggested loan amount and loan program are specified in the aid offer.

Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule.

In order to be eligible for aid from Wellesley, transfer students cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior education loans.

Grants

The remaining portion of the student need is awarded in grants by the College from its own resources, or from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

Academic Requirements

By federal requirement, evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid may be terminated or reinstated at each evaluation period. Students must make satisfactory progress toward the degree and maintain a C average. Records are maintained by the Academic Review Board. If a student is permitted to return to the College, the Academic Review Board has judged that she is making adequate progress toward the degree. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.

Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight if the Academic Review Board has approved the extension.

Town Tuition Grants

Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be

	reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.
ROTC Scholarships	ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). However, students may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.
Financial Aid for Transfer Students	Financial aid funds are available to assist a limited number of transfer students. If funds are available, those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at the College. It is possible, however, that she may receive work-study or loans. Please refer to repayment of loans from the College.
Financial Aid for International Students	A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.
Financial Aid for Davis Scholars	Financial Aid is available for students who are in the Elisabeth Kaiser Davis Degree Program. A financial aid advisor is available to assist Davis Scholars in planning their budgets and in their efforts to obtain funds from outside sources. Davis Scholars receive work and loan, as do regular students, as the first components of the aid package. Please refer to repayment of loans from the College.
Wellesley Students' Aid Society	The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also provides short-term emergency loans and other services to students.
Assistance for Families Not Eligible for Aid	Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid. For those families not eligible for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a Prepaid Tuition Stabilization Plan. A number of financing options are avail-

able: R.C. Knight Insured Tuition Payment Plan, R.C. Knight Extended Repayment Plan, Parent Loans to Undergraduate Students, Supplemental Loans for Students, the Family Education Loan Program, and SHARE, a supplemental education loan for families. These programs are described under Costs and Payments Plans.

For Further Information

Detailed information on all the material summarized here is described in Wellesley's brochure *Financing Your Education*. This brochure is sent to prospective students with the admission application. Each spring updated information is available on the payment and loan programs from the Bursar's office.

Applying for Financial Aid

Applicants for admission who intend to apply for financial aid must file four forms: the Wellesley College Application for Financial Aid, the Financial Aid Form of the College Scholarship Service, and signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Additional documents are required if parents are separated/divorced or self-employed.

In reviewing resources from parents, the College considers information from both parents even if they are separated or divorced. Students entering Wellesley through the regular Board of Admission are expected to furnish parent information in their initial year and all remaining years. Students entering through the Davis Degree program who satisfy federal guidelines for self-supporting students are exempt from this requirement.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, 106 Central Street, Wellesley, MA 02181, by November 1 for Early Decision applicants; January 15 for Regular Decision applicants and fall semester Transfer applicants; and November 15 for spring semester Transfer applicants.

Financial Aid Form

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, CN6300, Princeton, New Jersey 08540. The Financial Aid Form should be filed with the College Scholarship Service which will then mail a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants; and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the Early Version Financial Aid Form which is mailed to them after their Wellesley financial aid application is received; the Early Version Financial Aid Form must be filed by November 15. Early Decision applicants should also file the 1993-94 Financial Aid Form of the College Scholarship Service by February 1.

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors and graduates of Wellesley College, while two administered by Wellesley are open to women graduates of any undergraduate American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year.

Anne Louise Barrett Fellowship preferably in music, and primarily for study or research in musical theory, composition, or in the history of music, abroad or in the United States. Stipend: Up to \$3,000
Margaret Freeman Bowers Fellowship for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: Up to \$1,000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: Up to \$1,000

Ruth Ingersoll Goldmark Fellowship for study in English Literature or English Composition or in the Classics. Stipend: Up to \$1,000
Horton-Hallowell Fellowship for study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for equivalent private research. Stipend: Up to \$4,000

Peggy Howard Fellowship in Economics to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available. Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, 106 Central Street, Wellesley, MA 02181-8260. Applications and supporting materials should be returned by April 1, 1993.

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history. Stipend: Up to \$2,500

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment, and unmarried throughout the whole of her tenure. Stipend: Up to \$4,000

Vida Dutton Scudder Fellowship for study in the field of social science, political science, or literature. Stipend: Up to \$2,000

Harriet A. Shaw Fellowship for study or research in music and allied arts, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to \$3,000

Mary Elvira Stevens Traveling Fellowship for a full year of travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age in the year of application. Applications may be obtained

from the Secretary to the Stevens Fellowship Committee, Alumnae Office, Wellesley College, 106 Central Street, Wellesley, MA 02181-8201, and must be filed before December 11, 1992. Stipend: \$16,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Stipend: Up to \$6,000

Fanny Bullock Workman Fellowship for graduate study in any field. Stipend: Up to \$3,000

Trustee Scholarships are awarded on a competitive basis to graduating seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by December 11, 1992. Recipients share the total annual stipend.

Two graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are not limited to Wellesley students.

Mary McEwen Schimke Scholarship, a supplemental award for the purpose of affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Stipend: Up to \$2,000

M.A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to \$3,500

Applications, unless otherwise noted, may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Wellesley College, 106 Central Street, Wellesley, MA 02181-8291. Applications and supporting materials must be postmarked no later than December 11, 1992.

Summary of Students, 1991-92				
	Resident	Non-Resident	Class Totals	Totals
Candidates for the B.A. Degree				2,271
Seniors	538	21	559	
Juniors	394	15	409	
Sophomores	570	8	578	
First-Year Students	583	1	584	
Davis Scholars (C.E. students)	28	113	141	
High School Students/Foreign/ Twelve College Exchange	11	6		
Postbaccalaureate Students	2	29		
Total Registration October 1991				2,319

Geographic Distribution, 1991-92 Students from the United States and Outlying Areas

Alabama	6	Kansas	5	Ohio	51
Alaska	1	Kentucky	5	Oklahoma	3
Arizona	17	Louisiana	4	Oregon	12
Arkansas	12	Maine	34	Pennsylvania	92
California	204	Maryland	48	Puerto Rico	4
Colorado	14	Massachusetts	329	Rhode Island	21
Connecticut	100	Michigan	22	South Carolina	8
Delaware	4	Minnesota	58	South Dakota	2
District of Columbia	7	Mississippi	3	Tennessee	12
Florida	52	Missouri	14	Texas	62
Georgia	41	Montana	1	Utah	18
Guam	2	Nebraska	4	Vermont	15
Hawaii	10	New Hampshire	30	Virginia	41
Illinois	49	New Jersey	157	Virgin Islands	2
Indiana	10	New Mexico	6	Washington	36
Iowa	6	New York	321	West Virginia	7
Idaho	6	North Carolina	17	Wisconsin	17
		North Dakota	1	Wyoming	1
				Total	2,004

Students from Other Countries

		U.S.				U.S.			
		International	Citizens Living Abroad			International	Citizens Living Abroad		
Argentina	1			Jamaica	3			Thailand	3
Australia	2	1		Japan	12	1		Trinidad	2
Bangladesh	1			Jordan	1			Turkey	1
Barbados	3			Kenya	2			Uganda	2
Belgium	1			Korea	55	3		United Kingdom	1
Bermuda			1	Laos	1			Venezuela	2
Brazil	4			Lebanon	2			Vietnam	1
Canada	15	5		Malaysia	3			Yugoslavia	1
Cape Verde	1			Mexico	8			West Indies	2
C.I.S.	2			Netherlands	1			Zimbabwe	1
Colombia	1			Nigeria	1			Total	259 32
Costa Rica	1			Pakistan	8				
Dominican Republic	4			Peru	4				
Egypt	2			Philippines	8	2			
England	3	2		Poland	1				
France	3	1		P.R.C.	19				
Germany	3	1		Romania	1				
Great Britain	5			Saudi Arabia	1	3			
Greece	2			Scotland	1				
Haiti	2			South Africa	5				
Hong Kong	13	3		Spain	3				
Iceland	1			Sri Lanka	2				
India	15			Sudan	1				
Iran	3			Sweden	1				
Italy		1		Switzerland	1	4			
				Syria	1				
				Taiwan, R.O.C.	10	3			

THE ACADEMIC PROGRAM



The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts, but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent and discriminating choice.

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Academic Advising

At Wellesley academic advising for the first-year and sophomore student is provided by the Class Deans. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Students are also encouraged to consult faculty members early in their time at Wellesley for academic advice. First-year students are assigned to a pre-major faculty advisor.

The advising of juniors and seniors is shared by the faculty and the Class Deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and detailed examination of the student's overall program.

Academic Assistance	In addition to the regular office hours all instructors hold for students needing extra help, peer tutoring is available in the Study Center located in the Margaret Clapp Library. Peer tutors, called APT Advisors, are trained in study skills and time management in addition to being well-prepared to tutor in specific subjects. An APT advisor lives in each residence hall. She conducts workshops on study skills, test taking, etc. through the semester and serves as a resource person on matters of academic policy. A noncredit reading course and reading workshops are offered several times during the semester.
Requirements for Degree of Bachelor of Arts	Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course, with the exception of intensive language courses in Chinese, German and Japanese, is assigned one unit of credit. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five. Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.
Distribution Requirements	In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) Students who enter in the fall of 1988 and thereafter must take two of the three courses in each academic area at Wellesley. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least one of the three courses in each group at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or elsewhere. The three groups of academic disciplines are:

GROUP A
Literature,
Foreign
Languages, Art,
and Music

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies; from certain courses offered by the Department of Africana Studies and in Classical Civilization; and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

GROUP B
Social Science,
Religion,
Philosophy,
and Education

Group B¹

One or two units chosen from courses in the Departments of History, Philosophy, Religion, Women's Studies and courses offered by the Departments of Africana Studies, Education, and Classical Civilization in these fields.

Group B²

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, Women's Studies, and courses offered by the Departments of Africana Studies and Education in these fields.

GROUP C
Science and
Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement. Courses which include "with Laboratory" in the title fulfill the Group C laboratory requirement.

**Foreign
Language
Requirement**

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 610 or better on the College Board Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of two units of language study at the second year college level or one unit of language study above the second year college level.

Second Year College Level Courses (before 1992-93)

Chinese:	201 (1-2), 202 (1-2) or [201 (S) (1-2)], [202 (S) (1-2)]
French:	[131-132 (1-2)] or [141-142 (1-2)]
German:	[101-103 (12)], or [102-103 (12)] or [104-105 (12)]
Greek:	201 (1) [205 (2)] or Religion 298 (2)
Hebrew:	(see Religion Department), 299 (1-2)
Italian:	[202 (1)], [203 (2)], [205 (2)]
Japanese:	[207 (1-2)]
Latin:	[200 (1)] [201 (2)]
Russian:	[200 (1-2)], 215 (1)
Spanish:	[102 (1-2)]

Second Year College Level Courses (beginning in 1992-93)

Chinese:	201 (1-2), 251 (1), 252 (2)
French:	201-202 (1-2) or 203-204 (1-2)
German:	201-202 (1-2) or 211-212 (1-2)
Greek:	201 (1)—202 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), 299 (1) (2)
Italian:	201 (1), 202 (2)
Japanese:	201-202 (1-2)
Latin:	201 (1)—202 (2)
Russian:	201-202 (1-2), 215 (1)
Spanish:	201-202 (1-2)

Students may take introductory courses in only two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in Arabic should refer to the section on the cooperative program with Brandeis on p. 62. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Writing Requirement

Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or English 200. Students are expected to use acceptable standards of spoken and written English in their college work.

Multicultural Requirement

Beginning in the fall of 1990, all students entering Wellesley must complete a course primarily concerned with: (1) the peoples, cultures and societies of Africa, Asia, Middle East, Oceania, or Latin America and the Caribbean; or (2) the peoples, cultures and societies of North America that trace their historical origins to these areas; or (3) Native American peoples, cultures and societies. The course selected must treat the chosen culture, people, or society in

either a comprehensive or a comparative way. The course also must, in its treatment of the chosen culture, people, or society, expose the student to its worldview or values; explore its contemporary or historical experiences; or compare it with some aspect of another culture, people, or society. In all three cases, one of the principal goals of the course must be to allow the student to see the people, culture or society through its own eyes.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. A list of appropriate courses appears on pp. 245–248. Students who propose to satisfy the requirement with a course not designated as a multicultural course are invited to petition the Committee on Curriculum and Instruction.

Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect *18 units outside any one department*. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described on p. 191 for which no academic credit is given.

Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See p. 62.

Students interested in engineering should take mathematics and physics at Wellesley in their first year in preparation for MIT courses. Information concerning possible fields, prerequisites and contact persons at MIT is available through the Office of the Class Deans.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions. These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or in the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

Preparation for Medical School

Medical, dental and veterinary medical schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

The Major

Students may choose from among 30 departmental majors, 16 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, French Studies, German Studies, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Medieval/Renaissance Studies, Psychology and Russian Area Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include Latin American Studies and Middle Eastern Studies; of periods, the Middle Ages or the Renaissance; of subjects, Comparative Literature or Environmental Science. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under majors. Structured individual majors in International Relations and Latin American Studies are described in the listing under majors.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department; the director of the interdepartmental major; or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction. Any revisions must be presented to the Registrar not later than the second semester of the junior year. Directions for election of the major vary. See departmental listings for specific requirements for the major.

The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar.

Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with coursework, become ill, or have other problems which interfere with their academic work, they should consult with their Class Deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of

individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. For all art history and studio art majors, exemption from Art 100 will not be given for AP scores below 5. Not more than two units may be offered for credit in any one department. Note: the taking of a course deemed equivalent to one for which credit has been granted will nullify the credit previously awarded.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight); courses taken at another institution during the summer (no more than four); courses at another institution not taken during the summer (no more than eight). All students, including transfer students and Davis Scholars who entered in January 1988 and thereafter, must complete 16 units at Wellesley.

Credit may be given for a liberal arts course taken at an accredited institution for which prior approval has been obtained from the Registrar and the department chair. Credit will be given only for a course in which a grade of C or better is earned. Students should not take a course on a credit/noncredit or pass/fail basis. Students must request that an official transcript be sent to Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year coursework and by March 1 for fall semester work.

First-year students must fulfill the writing requirement by completing Writing 125 at Wellesley.

Exemption from Required Studies	Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers. Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.
Research or Individual Study	Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)
Credit for Summer School	The amount of summer school credit allowed toward the degree is limited to four units, and is not automatic. Students should consult their Class Deans before enrolling in summer school courses. In addition, students must get approval for summer school courses by May 1 first from the Registrar for the amount of credit, and then from the department chair for course content. Approval forms are available in the Registrar's Office. (A summer school course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.)
Grading System	Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned, the title of the course does not appear on the student's permanent record except that it is included in the total number of units attempted.

Examinations	An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses which require audiovisual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites, and for exemption from required studies.
Transcripts and Grade Reports	Official transcripts may be ordered in writing from the Office of the Registrar. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of \$2 for each transcript, and this fee should accompany the request. Transcripts may not be issued if student has an outstanding bill. Grade reports are mailed to students at the end of each semester.
Registration for Courses	All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it. Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.
Adding or Dropping Courses	Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chair or the major advisor if a student wishes to drop a course which affects the major. If a course is dropped, before the beginning of the eighth week of classes, it will not appear on a student's record. Students are advised to consult with their Class Dean when making any changes in their program.
Auditing Courses	A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be con-

	sidered for credit. An audited course does not appear on the transcript.
Acceleration	A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their Class Deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time. The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree. An accelerating student must maintain at least a C average at all times.
Leave of Absence	Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First-year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave. To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 1 for the fall semester and by December 1 for the spring semester. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.
Voluntary Withdrawal	Students who plan to withdraw must inform the Class Dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 35.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

Required Withdrawal	The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.
Readmission	A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

Special Academic Programs

First-Year Student Summer Enrichment Program	The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year. An academic program designed to facilitate the transition from secondary school to college is offered to approximately 30 members of the entering class who meet one or more program criteria. The month-long residential program includes noncredit courses in writing, quantitative methods, and study skills and also introduces students to dormitory life and the pleasures of the campus and its environs. The program is cost-free for participants.
First-Year Student Sophomore Colloquia	These courses are designed for first-year students and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.
Cross- Registration Program with the Massachusetts Institute of Technology	The Wellesley College-Massachusetts Institute of Technology (MIT) Exchange program enables students to cross-register at the participating institutions, thereby extending diversity of educational resources and environments. Wellesley students interested in electing courses at MIT should consult the Exchange Coordinator, her faculty advisor or department chair. Second semester first-year students and upperclass students may cross-register during the regular add/drop period <i>at the</i>

beginning of the semester. Directions for cross-registration procedures are available at the Exchange Office in Green Hall (Wellesley) and Room 3-107 (MIT). Credit for courses taken at MIT are immediately applicable to the Wellesley degree. Students are encouraged, however, to take courses at MIT that are *not* offered at Wellesley.

In 1992-93 two Wellesley courses, Education 102M (2) and Religion 108M (2), will be offered at MIT.

**Wellesley
Double Degree
Program**

Wellesley offers a Double Degree Program which enables Wellesley students who are accepted to MIT as Transfer students to earn a B.A. degree from Wellesley and a S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. They are encouraged to consider any of the 23 courses of study offered at MIT but advised that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five year period; this enables students to integrate their two courses of study more completely.

**Cooperative
Program with
Brandeis
University**

Wellesley also maintains a cooperative program with Brandeis University. Wellesley and Brandeis students may register in a limited number of departments at the cooperating institution. Wellesley students may take courses in the following departments at Brandeis: Anthropology, Arabic, Biology, Chemistry, Classical and Oriental Studies, Economics, Philosophy, Political Science (Politics), Russian, Spanish, Women's Studies, Psychology and Linguistics, Near Eastern and Judaic Studies, Theatre Arts and Legal Studies. Students need special permission to register for courses in departments other than those listed here. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department.

**The Twelve
College Exchange
Program**

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the

Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Office of the Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited, therefore admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year coursework and by March 1 for fall semester work.

**The
Wellesley-
Spelman
Exchange
Program**

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. Students apply through the Office of the Twelve College Exchange. Preference is given to students planning to participate in their junior year.

**The
Wellesley-Mills
Exchange
Program**

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Office of the Exchange Coordinator, and preference is given to students planning to participate in their junior year.

Study Abroad

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of International Study.

The Office of International Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply to the International Study Committee for places at both Cambridge University and at Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, Germany and shares in the governance of a program in Córdoba, Spain. The College also participates in an exchange program with the Commonwealth of Independent States and a program with Japan Women's University in Tokyo, Japan.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies and Services, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for coursework of the previous year and by March 1 for the fall semester.

Summer Study Abroad

Students planning summer study outside of the United States should consult the Office of International Study. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year.

Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

Applications for the Waddell and Stecher Scholarships require the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through Wellesley College. In addition, there are several funds to support students doing short-term internships, volunteer work or work in the ministry. These funds, excluding transportation, may be used overseas.

Washington-Los Angeles Summer Internship Programs

The College sponsors summer public service internship programs in Washington, D.C. and Los Angeles, California. These internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.

The Washington program offers an opportunity for 16-18 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the State Department, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Museum of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their

understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club.

The Los Angeles program places 6-8 sophomores or juniors in urban affairs internships. Recent placements have included the County Department of Health Services, the Los Angeles School Board, the Mayor's Office, and KCET Public Television. Interns attend weekly seminars and other activities arranged by the Los Angeles Wellesley Alumnae Club.

For further information, contact the Department of Political Science.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the major field.

Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. Students with an honors average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.90 or higher average are Durant Scholars summa cum laude. For purposes of establishing honors, grade point averages are truncated to two decimal places.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the

sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Honors Awarded 1992

In the Class of 1992, 152 students achieved the highest academic standing and were named Durant Scholars, 17 of those were graduated summa cum laude, 135 were graduated magna cum laude; an additional 255 students won recognition as Wellesley College Scholars—cum laude for high academic achievement.

Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and “admission units.” Admission units refer to the secondary school credits acquired in various precollege courses.

**First-Year
Student-
Sophomore
Colloquia
(150 courses)
Directions for
Election**

For a general description see page 61. The colloquia have no prerequisites, although some are open only to first year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted. In 1992-93 colloquia are offered by the Department of Africana Studies.

Legend

Courses numbered	
100-199	Grade I courses
200-299	Grade II courses
300-399	Grade III courses
Units of Credit	Unless stated otherwise, a course is equal to one unit of credit
(1)	Offered in first semester
(2)	Offered in second semester
(1) (2)	Offered in both semesters
(1-2)	Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily
[]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill in part the distribution requirement in Group A
(B)	Courses may be elected to fulfill in part the distribution requirement in Group B ¹ or Group B ² as designated
(C)	Courses may be elected to fulfill in part the distribution requirement in Group C
*	Courses with an asterisk require permission of the instructor
A	Absent on leave
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester

Africana Studies

Professor: *Martin, Cudjoe (Chair)*

Associate Professor: *Rollins*

Assistant Professor: *Brown-Collins,
Howard-Matthews*

105 (1) (B²) Introduction to the Black Experience

This course serves as the introductory offering in Africana Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Martin

150 (1) (2) Colloquia

For directions for applying see p. 67. Open by permission to a limited number of first year students and sophomore applicants.

a. (1) (B²) The Internationalization of Black Power

The Black Power movement of the 1960s and 1970s represents one of the most militant periods in African-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to Black populations in many countries. This colloquium will discuss some of the major personalities and events of the era, including Malcolm X, Assata Shakur, the Nation of Islam, the Black Panther Party, the Black Arts Movement, Stokely Carmichael and more. *Open to all students.*

Mr. Martin

b. (1) (A) Black Autobiography

The purpose of this colloquium is to trace the formal and thematic development of Black autobiography from the early 19th century to the present. We will explore the complex relationship between the community and the individual, the public and the private, the political and the personal aspects of self which shape the Afro-American conception of identity. Authors will include Linda Brent, Frederick Douglass, Ida B. Wells, W.E.B. DuBois, Richard Wright, Maya Angelou, Malcolm X, and others.

Mr. Cudjoe

e. (2) (A) The Harlem Renaissance

Described variously as The Harlem Renaissance, The New Negro Movement, and Harlem's Golden Age, this period represents a flourishing of the arts in New York in the decade of the 1920s. This colloquium will examine the Harlem Renaissance within the broader historical tradition of Negritude in Afro-American letters as well as within the post-war American artistic and intellectual revolt against 19th-century beliefs and values. As a movement, the Renaissance symbolized the Black artist's quest for a usable past as well as a sense of self and racial identity. The search for a distinctive tradition led the artist back to a folk culture rooted in slavery, the rural south, the cities in the north, and, even further back, to the ancient African past. The quest for identity led sometimes to personal doubt and racial despair, and other times, to self-pride and racial affirmation. We will examine these journeys of immersion into the fiction, literary debates, and manifestoes of such writers as W.E.B. DuBois, Marcus Garvey, Alain Locke, and Zora Neale Hurston. *Not offered in 1992-93. Offered in 1993-94.*

The Staff

f. (2) (B¹) 1919: The Year of the New Negro

The New Negro period was similar in many ways to the Civil Rights and Black Power era of the 1950s through 1970s. We will examine some of the major problems facing Black people in 1919, including lynching, mob violence and the mistreatment of Afro-American and West Indian soldiers. We will then examine the response to these conditions by Black folk in general, by the Black press and by leaders such as Marcus Garvey, W.E.B. DuBois and A. Philip Randolph. Finally, we will look at the way that state, federal and foreign governments viewed New Negro militancy. Our sources will mostly be newspapers and magazines from 1919. *Not offered in 1992-93. Offered in 1993-94.*

Mr. Martin

200 (1) (B¹) Africans in Antiquity

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Martin

201 (2) (A) The Afro-American Literary Tradition

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience. *Open to all students.*

Mr. Cudjoe

202 (2) (B¹) Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to all students except those who have taken Philosophy 202.*

Mr. Menkiti

203 (1) Introduction to Afro-American Sociology

Introduction to the development of institutions in the Black community from a sociological perspective. Discussion of the Black family, race, class, and power, social organization, race relations, educational issues, employment and the impact of religion.

Ms. Rollins

205 (1) (B²) The Politics of Race Domination in South Africa

The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. South Africa also examined within the wider context of the region and world system. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Howard-Matthews

206 (2) (B¹) Introduction to African-American History, 1500-Present

An introductory survey of the political, social, economic and cultural development of Afro-

Americans from their African origins to the present. *Open to all students.*

Mr. Martin

207 (2) (B²) Images of Africana People through the Cinema

An investigation of the social, political and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Carribean. Attention will be given to aspects of people's lives during the colonial and postcolonial era in such films as "Sugar Cane Alley," "God's Bits of Wood," and "Corridor of Freedom." *Open to all students. Not offered in 1992-93.*

The Staff

209 (1) Culture, Music and Society in Africa

A survey and appreciative evaluation of the music of Africa, its origins, development and relations to the socio-cultural conditions. The concept of homogeneity of African music will be explored in an effort to arrive at a comprehensive appraisal of the diversity and continuity of the continent's musical styles. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetics and ethos of the peoples of Africa. *Open to all students. Not offered in 1992-93.*

The Staff

210 (1) Folk and Ritual Music of the Caribbean

An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retentions and basic issues in the study of African retentions in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetics and ethos of the peoples of African descent living in the Caribbean. *Open to all students. Not offered in 1992-93.*

The Staff

211 (1) (A) Introduction to African Literature

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher

Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Cudjoe

212 (2) (A) Black Women Writers

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic. *Open to all students.*

Mr. Cudjoe

214 (2) (B²) The Supreme Court and Racial Equality

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans. *Open to sophomores, juniors, and seniors without prerequisite and to first year students by permission of the instructor. Not offered in 1992-93.*

The Staff

215 (1) (B²) Introduction to Afro-American Politics

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation. *Open to all students. Not offered 1992-93. Offered 1993-94.*

Ms. Howard-Matthews

216 (1) (B¹) History of the West Indies

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West

Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems. *Open to all students.*

Mr. Martin

217 (1) The Black Family

An overview of the African-American family in sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definitions societal and community definitions among African-American women, men and children within the context of their families. Exploration of changing sex roles among African-American women and men will be discussed also.

Ms. Brown-Collins

221 (1) Public Policy and Afro-American Interests

Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a discipline also addressed. Class simulates the intricate procedures of setting policy in several areas.

Ms. Howard-Matthews

222 (1) (B¹) Images of Blacks and Women in American Cinema

A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted. *Open to all students. Not offered in 1992-93.*

Ms. Rollins

223 (1) African Development Since 1940

Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from Ghana, Ivory Coast, Kenya, Tanzania, Zambia, and Libya. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, sectoral performance and regional integration.

Ms. Howard-Matthews

225 (1) (B²) Introduction to Black Psychology

Issues and perspectives in the study of the psychological development of Black people in Amer-

ica, past and present. Special consideration to such issues as: The Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research. *Open to all students.*

Ms. Brown-Collins

229 (2) Color, Race and Class in Latin American Development

An examination of the identifiable African and Native American populations in Cuba, Nicaragua, and Brazil. This course addresses historical and contemporary roles of these populations in the socio-economic transformation of their societies and their involvement in the political process. The course also examines the degree to which shades of difference within racial groups, as well as differences between races, influence social stratification in socialist and capitalist societies. Self-help strategies designed by African and Native American people and their responses to specific state policies will also be examined. *Not offered 1992-93. Offered in 1993-94.*

Ms. Howard-Matthews

230 (2) (B²) The Black Woman in America

Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. There will be readings from essays, novels, sociological studies, psychological studies, historical works, poetry and fiction about the lives of Black women. *Open to all students.*

Ms. Brown-Collins

234 (2) (A) Introduction to West Indian Literature

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others. *Open to all students. Not offered in 1992-93.*

Mr. Cudjoe

245 (2) Caribbean and African Comparative Politics

Examination of the similarities and differences found in the political economies of Africa and the Caribbean. Emphasis on their entry into the

world system and the development of commodity production, classes and patterns of trade. Structure of government and participation in regional organizations are also covered. Case studies include Zimbabwe, Ethiopia, Namibia, Ghana, Jamaica, Cuba and Grenada. *Open to all students.*

Ms. Howard-Matthews

266 (2) (A) Black Drama

This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others. *Open to all students. Not offered in 1992-93.*

The Staff

298 (2) African Drama

This course introduces students to the origins and development of African drama as a cultural, social and political vehicle for expression and protest. The course will focus on West Africa, East Africa and South Africa where theatre is an effective vehicle for social and political change. It includes the works of such major African playwrights as Wole Soyinka of Nigeria, Ngugi wa Thiong'o of East Africa, and Athol Fugard of South Africa. *Not offered in 1992-93.*

The Staff

304 (2) Comparative Historical Redress in Modern Society

This course examines state response to contemporary social problems associated with conflict and injustice rooted in history. Using comparative policy case studies from India, Australia, Nigeria, France and Sudan, students will generate theories, construct sets of policy guidelines and categorize conditions influencing the success or failure of historical redress in modern society. Students then will apply their models and theories to vexing policy choices made by the United States government, including 1) affirmative action as a specific form of historical redress relevant to racial and gender discrimination, 2) monetary reparation as redress to internment

during World War II and 3) land redistribution as an attempt to redress land usurpation and genocide.

Ms. Howard-Matthews

310 (1) (A) Seminar. Black Literature

Not offered in 1992-93.

315 (2) Seminar. The Psychology of Race Relations

Examination of the psychology of prejudice and racism as they exist in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition as well as to understand the theoretical complexity of its nature. 225 is strongly recommended.

Ms. Brown-Collins

318 (2) Seminar. Women and the African Quest for Modernization and Liberation

Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements and ways to improve the status of women. *Not offered 1992-93.*

Ms. Howard-Matthews

319 (2) (B¹) Pan-Africanism

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of African-American churches in African nationalism, the Pan-African Congresses of W.E.B. DuBois, the Garvey Movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent. *Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores.*

Mr. Martin

335 (2) (A) Women Writers of the English-Speaking Caribbean

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special

attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects. *Prerequisite: same as 319. Not open to students who have taken 235. Not offered in 1992-93. Offered in 1993-94.*

Mr. Cudjoe

340 (2) (B¹) Seminar. Topics in African-American History

Not offered in 1992-93. Offered in 1993-94.

Mr. Martin

344 (1) (B²) Seminar. Interdisciplinary Perspectives in Black Family Studies

An examination of the evolution of the Black American family and an analysis of its intrafamilial structure and interface with other social institutions, the State and Public policies. Critical evaluation of the scholarship on Black family studies. Consideration of the historical development of Black nuclear and/or extended families, and male and/or female headed households. Analysis of kinship modes, sexuality, age and gender relations, child care, family planning, the rural-urban setting, migration, land loss and unemployment; and the legal and economic infrastructure of the State and public welfare policies. *Open to qualified juniors and seniors. Not offered in 1992-93. Offered in 1993-94.*

The Staff

345 (2) (B²) Seminar. Women and International Development

Interdisciplinary approaches to examining the impact of change on contemporary events which have shaped international development with an analysis of applicable development theories as they identify salient issues in women's lives. The cross-cultural focus examines Women of Color in the West and elsewhere in the Third World through some of these issues: agriculture, health, nutrition, urban living, education and communications, family planning, women's organizations, technology, the law, energy, migration and employment, public administration and religion. *Open to qualified juniors and seniors. 230 is strongly recommended. Not offered in 1992-93. Offered in 1993-94.*

The Staff

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2
By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Africana Studies departmental offerings.

Art 241 (1)
Egyptian Art. *Not offered in 1992-93.*

Art 389 (2)
The Material Culture of Ancient Egypt

History 263 (1)
South Africa in Historical Perspective

History 264
History of Precolonial Africa. *Not offered in 1992-93.*

History 265
History of Modern Africa. *Not offered in 1992-93.*

History 342
Seminar. Women, Work and the Family in African History. *Not offered in 1992-93.*

Music 106 (1)
Topics in Ethnomusicology. Topic for 1992-93:
Music and Rituals of the Black World.

Directions for Election

The requirements for the major are consistent with the concept of Africana Studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, or literature.

It is suggested that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Africana Studies, 105 is strongly recommended

of all majors. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Africana Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange. A minor in Africana Studies consists of five units. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

American Studies

AN INTERDEPARTMENTAL MAJOR

Director: Rosenwald (English)

The American Studies major seeks to understand the American experience through a flexible yet integrated program of study.

For students who have declared the major by June 1, 1991, the requirements for the major are as follows: eight courses are required for a minimum major, including two Grade III level courses. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. Majors must also complete American Studies 317 or 318, the required integrative seminar; it is recommended that majors elect this course in their junior or senior year.

For students declaring the major after June 1, 1991, the requirements for the major are as follows: nine courses are required for a minimum major, including two Grade III level courses plus American Studies 317 or 318, the required integrative seminar. At least two of these nine courses must be taken in group A, and at least two must be taken in group B. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. It is recommended that majors elect the integrative seminar in their junior or senior year. Students without a good grounding in American history are urged to take History 102.

Within this structure students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major.

101 (1) Introduction to American Studies

A broad investigation into the American character, designed to acquaint students briefly with consequential primary and secondary texts. The course will be organized under thematic rubrics—for example, America as a “city on a hill”; the commercial ideal; the frontier; the melting-pot; and Disneyland. We will read numerous short selections by authors from Cotton Mather and Crèvecoeur to Raymond Chandler and Baudrillard. We will also read two or three novels (such as *My Antonia* and *The Great*

Gatsby) and see two or three films (perhaps *Birth of a Nation* and *Gone With the Wind*). Open to all students.

Mr. Cooper (English)

317 (1) Seminar. Advanced Topics in American Studies

Topic for 1992-93: Architecture and Society in Nineteenth-Century North America. A building, a group of buildings, a city, all are the physical manifestations of societal needs, demands, aspirations, memories, technologies, and other factors. This course will seek, through discussions correlating selected readings with significant buildings, to interpret the historical physical environment in terms of social programs. Readings will include the works of Thomas Jefferson, A.J. Downing, O.S. Fowler, F.L. Olmsted, Catherine Beecher, L.H. Sullivan, R.A. Cram, and others. Enrollment is limited and preference is given to American Studies majors. *Permission of the instructor is required.*

Mr. O’Gorman (Art)

318 (2) Seminar. Advanced Topics in American Studies

Topic for 1992-93: Invention and Revision: The American Revolution. An interdisciplinary exploration of the Revolution, examining how and why Americans have created, claimed, possessed, revised, repudiated, and discarded certain events according to their sense of tradition. Topics include: the “classic” Revolution; Revolutionary heroes (Crispus Attucks, Molly Pitcher, Paul Revere); the cult of George Washington; mythology and the Revolution; the establishment of societies such as the Seventy-six Association, the National Monument Society, and the Daughters of the American Revolution; poetry and iconography of the Revolution; theater; historical romances. Emphasis on primary materials: newspaper accounts, memoirs, testimonials, poetry, portraits, plays, novels. Enrollment is limited and preference is given to American Studies majors. *Permission of the instructor is required.*

Ms. Tien (History)

The following is a list of courses available that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic (e.g., law) studied in more than one department, she should consult the Director.

Africana Studies 150 (1) (2)
 a. (1)(B²) The Internationalization of Black Power
 b. (1)(A) Black Autobiography
 e. (A) The Harlem Renaissance. *Not offered in 1992-93.*
 f. (B¹) 1919: The Year of the New Negro. *Not offered in 1992-93.*

Africana Studies 201 (2)(A)
 The Afro-American Literary Tradition

Africana Studies 203 (1)
 Introduction to Afro-American Sociology

Africana Studies 206 (2)(B¹)
 Introduction to Afro-American History, 1500—Present

Africana Studies 212 (2)(A)
 Black Women Writers

Africana Studies 214 (B²)
 The Supreme Court and Racial Equality. *Not offered in 1992-93.*

Africana Studies 215 (B²)
 Introduction to Afro-American Politics. *Not offered in 1992-93.*

Africana Studies 217 (1)
 The Black Family

Africana Studies 221 (1)
 Public Policy and Afro-American Interests

Africana Studies 222 (1) (B¹)
 Images of Blacks and Women in American Cinema

Africana Studies 225 (1)(B²)
 Introduction to Black Psychology

Africana Studies 230 (2)(B²)
 The Black Woman in America

Africana Studies 266 (A)
 Black Drama. *Not offered in 1992-93.*

Africana Studies 315 (2)
 Seminar. The Psychology of Race Relations

Africana Studies 335 (A)
 Women Writers of the English-Speaking Caribbean. *Not offered in 1992-93.*

Africana Studies 340 (B¹)
 Seminar. Afro-American History. *Not offered in 1992-93.*

Africana Studies 344 (B²)
 Seminar. Interdisciplinary Perspectives in Black Family Studies. *Not offered in 1992-93.*

Anthropology 210 (2)
 Racism and Ethnic Conflict in the United States and the Third World

Anthropology 212 (1)
 The Anthropology of Law and Justice

Anthropology 234
 Urban Poverty. *Not offered in 1992-93.*

Anthropology 342 (2)
 Seminar. Native American Ethnology

Art 231 (1)
 Architects and Buildings of 19th-Century North America

Art 232 (2)
 American Painting from Colonial Times to World War II

Art 309 (2)
 Seminar. Problems in Architectural History. Topic for 1992-93: New Museum Architecture

Art 320 (2)
 Seminar. Jefferson and Bulfinch: Architecture for a New Nation

Art 340 (2)
 Seminar. Regionalism in American Architecture of the Early 20th Century

Economics 204
 U.S. Economic History. *Not offered in 1992-93.*

Economics 234 (1)
 Government Policy: Its Effect on the Marketplace

Economics 243
 Race and Gender in U.S. Economic History. *Not offered in 1992-93.*

Education 212 (1)(B¹)
 History of American Education

Education 214 (2)(B^{1,2})
 Youth, Culture and Student Activism in Twentieth-Century America

Education 312 (B¹)
 Seminar. History of Child Rearing and the Family. *Not offered in 1992-93.*

English 261 (2)
 The Beginnings of American Literature

English 262 (1)
 The American Renaissance

- English 266 (1) (2)**
Early Modern American Literature
- English 267 (1) (2)**
Late Modern and Contemporary American Literature
- English 363 (1)**
Advanced Studies in American Literature. Topic for 1992-93: The Literature of Anti-Slavery and Abolition
- English 364 (1)**
Race and Ethnicity in American Literature. Topic for 1992-93: Ghosts and Cultural Identity in American Literature
- Extradepartmental 232 (2)**
New Literatures: Lesbian and Gay Fiction in America
- History 102 (1)**
The American Experience
- History 250 (1)**
The Peopling of Early America
- History 251 (2)**
To Nationhood: America, 1750-1850
- History 252**
The United States in the Nineteenth Century. *Not offered in 1992-93.*
- History 253 (1)**
The United States in the Twentieth Century
- History 256**
American Jewish History. *Not offered in 1992-93.*
- History 257 (1)**
History of Women and Gender
- History 258 (2)**
Freedom and Dissent in American History
- History 262**
Women and Labor in America. *Not offered in 1992-93.*
- History 309**
Social History of the United States, 1600-1850. *Not offered in 1992-93.*
- History 310**
Social History of the United States after 1850. *Not offered in 1992-93.*
- History 311 (2)**
1968: The Terrible Year
- History 346 (1)**
China and America. The Evolution of a Troubled Relationship
- History 354 (1)**
Seminar. Family History. Topic for 1992-93: Material Culture of American Family Life
- Music 106 (1)**
Topics in Ethnomusicology. Topic for 1992-93: Music and Rituals of the Black World
- Philosophy 222 (2)**
American Philosophy
- Political Science 200 (1) (2)**
American Politics
- Political Science 210 (2)**
Political Participation
- Political Science 212 (2)**
Urban Politics
- Political Science 215 (1) (2)**
Courts, Law, and Politics
- Political Science 311 (1)**
The Supreme Court in American Politics
- Political Science 312 (2)**
The Criminal Justice System
- Political Science 313 (2)**
American Presidential Politics
- Political Science 314 (1)**
Congress and the Legislative Process
- Political Science 316 (2)**
Mass Media in American Democracy
- Political Science 317 (2)**
The Politics of Health Care
- Political Science 318 (1)**
Seminar. Conservatism and Liberalism in Contemporary American Politics
- Political Science 320 (2)**
Seminar. Inequality and the Law
- Political Science 321 (1)**
The United States in World Politics
- Political Science 333**
Seminar. Ethics and Politics. *Not offered in 1992-93.*
- Political Science 334**
Seminar. Presidential-Congressional Relations. *Not offered in 1992-93.*
- Political Science 335**
Seminar. The First Amendment. *Not offered in 1992-93.*

Political Science 336 (1)
Seminar. Women, the Family, and the State

Political Science 340
American Political Thought. *Not offered in 1992-93.*

Religion 218
Religion in America. *Not offered in 1992-93.*

Religion 220 (1)
Religious Themes in American Fiction

Religion 221 (1)
Catholic Studies

Religion 318
Seminar. Religion in the American Revolution. *Not offered in 1992-93.*

Sociology 103 (2)
Social Problems: An Introduction to Sociology

Sociology 207 (2)
Criminology

Sociology 209
Social Inequality: Class, Race, and Gender. *Not offered in 1992-93.*

Sociology 213
Law and Society. *Not offered in 1992-93.*

Sociology 215
Sociology of Popular Culture. *Not offered in 1992-93.*

Sociology 216
Sociology of Mass Media and Communications. *Not offered in 1992-93.*

Sociology 228 (1)
Sociology of Work and Occupations

Sociology 229
Organizations and Organizational Behavior. *Not offered in 1992-93.*

Sociology 311 (2)
Seminar. Family and Gender Studies

Sociology 338
Seminar. Topics in Deviance, Law and Social Control. *Not offered in 1992-93.*

Spanish 255
Chicano Literature: From the Chronicles to the Present. *Not offered in 1992-93.*

Spanish 305
Hispanic Literature of the United States. *Not offered in 1992-93.*

Women's Studies 222 (2)
Women in Contemporary Society: Different Ways of Knowing

Women's Studies 250
Asian Women in America. *Not offered in 1992-93.*

Women's Studies 316
Seminar. History and Politics of Sexuality in the United States. *Not offered in 1992-93.*

Women's Studies 320 (2)
American Health Care History in Gender, Race and Class Perspective

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third World

Anthropology

Professor: Kohl^A, Merry, Shimony (Chair)

Associate Professor: Bamberger, Campisi, Chanock

Assistant Professor: Edens

Teaching Fellow: Giordani

104 (1) (2) Introduction to Anthropology

This course introduces students to fundamental concepts in the analysis of human behavior and social life, beginning with a discussion of human evolution and the emergence of the family. Through a comparative study of tribal and peasant societies, variations in kinship, politics, economics, and religion are explored. Attention is also given to the cultural changes of these societies in the contemporary world. *Open to all students.*

Mrs. Shimony, Mr. Campisi

106 (1) Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Field trips to neighboring archaeological sites will be planned. *Open to all students.*

Mr. Edens

200 (2) Current Issues in Anthropology

An examination of current controversial issues in anthropology. Topics covered will include Sociobiology, Race and Intelligence, Anthropological Interpretations of Malthus, the Culture of Poverty, and Neo-Colonialism. *Open to sophomores, juniors, and seniors without prerequisite, and to first year students with previous anthropological experience, and by permission of the instructor.*

Mr. Campisi

204 (2) Physical Anthropology

The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record

and the different biological adaptations of the polytypic species *Homo sapiens*. *Open to all students.*

Mr. Edens

205 (2) Social Anthropology

This course covers some of the classic works in social anthropology by British-, French-, and American-trained twentieth century scholars. Students will be asked to reconsider the ethnographic enterprise (i.e., the relationship between field work and the anthropological text) in light of competing interpretations. Topics considered will include the social relations of exchange, family and community, the role of authority, witchcraft and ritual, and the uses of cultural symbols by village, tribe and nation. *Prerequisite: 104 or by permission of the instructor. Not offered in 1992-93.*

210 (2) Racism and Ethnic Conflict in the United States and the Third World

A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations. *Prerequisite: 104, or one unit in Sociology, Africana Studies, Political Science, or Economics, or by permission of the instructor.*

Mrs. Shimony

212 (1) The Anthropology of Law and Justice

Cross-cultural examination of modes of resolving conflict, processes of social control, and mechanisms for constructing laws in the U.S. and non-industrial societies. The course will focus on war, peace, and conflict. It will examine the nature of law, legal and non-legal dispute resolution, and the imposition of law in colonial and post-colonial situations. Topics include legal change and development, the role of the court in American communities, and court reform efforts such as the American dispute resolution movement. *Prerequisite: 104, or one unit in Political Science or Sociology, or by permission of the instructor.*

Mr. Chanock

234 (2) Urban Poverty

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and struc-

tural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology. *Prerequisite:* 104 or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite. Not offered in 1992-93.

236 (2) Witchcraft, Magic and Ritual: Theory and Practice

An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Brazil, Africa and Mexico) and West European societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A fieldwork component will be an option, permitting the student an opportunity to observe and analyze a ritual event. *Prerequisite:* 104 or by permission of the instructor.

Ms. Bamberger

242 (1) The Rise of Civilization

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. Open to all students. Not offered in 1992-93. Offered in 1993-94.

244 (1) Societies and Cultures of the Middle East

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective. *Prerequisite:* 104, or one unit in Political Science, Economics, Sociology, or History. Not offered in 1992-93.

245 (2) Popular Cultures in Latin America

This course presents the beliefs and customary practices, such as popular forms of music, drama, dance, oral/written literature and mass media in Latin America and analyzes how race, class, ethnicity, gender, and the State influence and have an impact on the production of popular culture. The course focuses particularly on the popular cultures of Venezuela and the Caribbean basin.

Ms. Giordani

247 (1) Societies and Cultures of the Soviet Union

A survey of the non-Russian, largely non-European peoples of the Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). Nationality policies and issues in the Soviet Union will be introduced with particular emphasis on current ethnic conflicts, such as territorial disputes or return of displaced peoples to their traditional homelands. The effects of these issues on the development of the Soviet state also will be discussed. *Prerequisite:* same as 244. Not offered in 1992-93. Offered in 1993-94.

248 (2) African Cultures in Modern Perspective

A survey of the ethnological background and an analysis of cultural transformations of African institutions. Topics covered will include racial and ethnic conflict, stratification, leadership, militarization, economic modernization, and cult formation. Emphasis on West and South Africa. *Prerequisite:* same as 244. Not offered in 1992-93.

249 (2) Traditional Societies of Post-Conquest South America

This study of the social structure and culture of tribal peoples, agrarian communities, and peasants in cities focuses on the effects of colonialism: slavery, ethnocide, and the destruction of the rain forest in lowland South America (Brazil, Colombia, Venezuela, Ecuador, Peru). *Prerequisite:* 104 or 100-level Anthropology, Sociology, Spanish or Political Science course. Not offered in 1992-93.

256 (2) Archaeological Theory and Data Analysis

An evaluation of current trends in archaeological method and theory. The concept of prehistory from the 19th century to the present, and the development of schools and national traditions of archaeological research, such as the New Archaeology and today's Post-Processual Archaeology. Research on the analysis of archaeological materials through modern data-processing techniques, including computer graphics applications for analyzing and presenting archaeological data. *Prerequisite:* 104 or 106 or permission of the instructor. Not offered in 1992-93.

257 (2) Prehistory of North America

This course surveys the archaeological record and other sources for reconstructing the prehistory and early history of Native Americans from

the Arctic to Mexico. It will begin by reviewing evidence for the initial colonization of the New World at the end of the last ice age and then discusses the emergence of distinct cultural adaptations to separate environmental regions throughout the continent. It will detail separate evolutionary developments ranging from hunting and gathering adaptations in the northern part of the continent to the highly complex and differentiated Aztec and Mayan civilizations of Mesoamerica and present the variable responses of Native American cultures to the European invasion that began with Columbus. The material remains of the early Europeans (i.e., early historic or colonial archaeology) also will be examined. *Prerequisite: 104 or 106 or by permission of the instructor.*

Mr. Edens

269 (1) The Anthropology of Gender Roles, Marriage and the Family

An examination of the variations in gender roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures. *Open to all students.*

Ms. Merry

275 (1) Technology and Society in the Third World

Examination of the social and political implications of the transfer of technology from the industrial North to Third World societies. We will begin with an historical overview of the role of technology in the encounter between Europeans and agricultural and foraging peoples since the fifteenth century. The course will focus on the impact of the introduction of both simple and complex technologies in the contemporary world. Topics to be discussed include the use of small-scale technologies in development, the Green Revolution in agriculture, women and development, industrial technologies and major accidents such as Bhopal, India, and the emergence of a culture of technology and technological modes of thinking. *Prerequisite: one unit in Technology Studies, Anthropology or Sociology, or two units in another social science or in the physical sciences. Not offered in 1992-93. Offered in 1993-94.*

276 (1) Recent Approaches to Ethnography

This course introduces current issues in ethnographic method and theory, including laboratory exercises in ethnographic field research, and considers recent debates in ethnographic writing and representation (e.g., deconstruction, reflexivity, literary theory, and Michael Taussig's call for a meditative-redemptive anthropology).

Ms. Giordani

301 (2) Anthropological Theory

Historical landmarks of anthropological thought. Examination of current evolutionary, functional, and symbolic theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology. *Prerequisite: 104 and one Grade II unit, or by permission of the instructor.*

Ms. Bamberger

308 (1) (2) Seminar for Materials Research in Archaeology and Ethnology

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts. *Open by permission of the instructor.*

Ms. Lechtman (MIT)

318 (2) Social Theories and Models of the Past

An examination of the social theories that have inspired prehistorians, historians, and historical sociologists/anthropologists. Various speculative philosophers of history (e.g. Vico, Marx) and classical sociological and anthropological schools (e.g. evolutionism, Weberian historical sociology), which attempt to define large-scale historical patterns, will be briefly reviewed. Contemporary macro-historical and major prehistoric studies will be analyzed to determine how the compilation and presentation of data have been guided implicitly or explicitly by specific social theories. Readings will include selections from Abrams, Adams, Anderson, Braudel, Childe, Wallerstein, and Wolf. *Not offered in 1992-93.*

342 (2) Seminar: Native American Ethnology

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native

Americans in literature and art. *Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.*

Mr. Campisi

346 (1) Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered. *Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.*

Ms. Merry

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis *Prerequisite: 360*

Cross-Listed Courses

For Credit

Language Studies 114

Introduction to Linguistics

Peace Studies 259 (2)

Peace and Conflict Resolution

Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. We recommend statistics in the sociology department. Students may also elect the statistics course offered by economics or psychology, or calculus or statistics in the mathematics department, depending on the particular need and interest of the student.

Students who wish a minor in Anthropology must take five courses: 104 or 106, two 200-level courses, and two 300-level courses. Students are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: *Friedman and Harvey*

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take Art 100 and Art 105. In addition, four courses above the Grade I level and two Grade III courses must be taken in the Department of Art. At least three of these Art courses (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

History of Art

Art 100 (1-2)

Introduction to the History of Art

Art 202 (1)

Medieval Representational Arts

Art 203 (2)

Cathedrals and Castles of the High Middle Ages

Art 228 (2)

Nineteenth- and Twentieth-Century Architecture

Art 229

Renaissance and Baroque Architecture. *Not offered in 1992-93.*

Art 231 (1)

Architects and Buildings of Nineteenth-Century North America

Art 233 (1)

Domestic Architecture and Daily Life

Art 234

Paris: Capital of the Nineteenth Century. *Not offered in 1992-93.*

Art 235 (2)

Landscape and Garden Architecture

Art 254

Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1992-93.*

Art 309 (2)

Seminar. Problems in Architectural History. Topic for 1992-93: New Museum Architecture.

Art 320 (2)

Seminar. Jefferson and Bulfinch: Architecture for a New Nation

Art 340 (2)

Seminar. Regionalism in American Architecture of the Early Twentieth Century

Studio Art

Art 105 (1) (2)

Drawing I

Art 207 (1)

Sculpture I

Art 209 (1) (2)

Basic Two-Dimensional Design

Art 213 (1) (2)

Basic Three-Dimensional Design

Art 217 (1)

Life Drawing

Art 307 (2)

Sculpture II

Art 314 (2)

Advanced Drawing

Art 317 (2)

Seminar. Problems in the Visual Arts

MIT

4.01 (1) (2)

Issues in Architecture

4.04 (1) (2)

Built Form Observation

4.125 (1)

Design Studio Level I (2 Wellesley units)

4.126 (2)
Design Studio Level II (2 Wellesley units)

4.402J (1)
Basic Building Construction

Mathematics

Mathematics 115 (1) (2)
Calculus I

Mathematics 116 (1) (2)
Calculus II

Physics

Physics 104 (1)
Basic Concepts in Physics I with Laboratory

Physics 107 (1) (2)
Introductory Physics I with Laboratory

Art

Professor: *Armstrong (Chair), Clapp, Fergusson, Harvey, Marvin, O’Gorman, Rayen^{A2}, Wallace*

Associate Professor: *Carroll, Dorrien, Friedman*

Assistant Professor: *Bedell, Berman^A, Black, Gomez, Higonnet, Kernan, Ribner, Spatz-Rabinowitz, Swift^A, Wheelwright*

Instructor: *Allen*

Lecturer: *Rhodes, Taylor*

The Department of Art offers majors in the history of art, architecture, studio art, and art history and studio combined, and minors in the history of art and studio art. Some of the courses in art history include studio laboratories, since the department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required for these laboratories and the laboratory work is adjusted to the student’s ability.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or the summer.

Students with disabilities who will be taking art courses and who need disability-related classroom or testing accommodations are encouraged to meet with the department chair to make arrangements.

History of Art

100 (1-2) Introduction to the History of Art

A foundation course in the history of art. The course surveys the major styles in Western art and architecture from antiquity to the present, and introduces the arts of Asia and of the Islamic world. Weekly conference sections explore selected issues in small discussion groups that meet in the Wellesley College Museum and on the Wellesley campus, and stress direct observation of art and related studio problems. *Required course for all Art History, Architecture, and Studio majors, who should elect it in the first or second year at Wellesley. Juniors and Seniors may elect 100 (1) or 100 (2) independently. First-year students and sophomores may elect 100 (1) independently, but credit for 100 (2) is given only if 100 (1) has also been completed.*

The Staff

202 (1) Medieval Representational Arts

The course concentrates on artistic, historical, cult, and cultural approaches to the representational arts in Medieval Europe, focusing on a limited selection of major monuments, i.e. The Book of Kells, Vézelay, Chartres Cathedral. The principal media of the Medieval artist—mosaic, manuscript painting, sculpture, stained glass—will be studied from original objects in local museums. *Open to all students.*

Mr. Fergusson

203 (2) Cathedrals and Castles of the High Middle Ages

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences. *Open to all students.*

Mr. Fergusson

211 (2) African Art

A survey of the major artistic traditions of Africa. The focus will be on ancient African arts, art and gender, and the arts of the masquerade. Museum visits to the Harvard Peabody Museum, the Metropolitan, and the Center of African Art in New York. *Open to all students.*

219 (1) Nineteenth-Century Art

History of Western European visual culture in the nineteenth century. Concentration on painting's rise to dominance and on its relationship to social issues and to other art forms: photography, prints, ethnographic art and urban design. Course requirements emphasize critical reading and address problems of writing about visual material. *Open to sophomores who have taken Art 100 (1) and (2), by permission of the instructor to first-year students who are taking Art 100, and to juniors and seniors without prerequisite.*

Ms. Higonnet

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona,

Velasquez. *Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.*

Mr. Wallace

221 (2) Seventeenth-Century Art in Northern Europe

Dutch and Flemish painting of the seventeenth century, with emphasis on Rubens, Hals, Rembrandt, and Vermeer. *Prerequisite: same as for 220. Not offered in 1992-93. Offered in 1993-94.*

Ms. Carroll

223 (2) The Decorative Arts

The Taste of France. A study of the taste which shaped the interiors of French town houses and châteaux from the end of the Middle Ages to the twentieth century. Topics include architecture, furniture, porcelain, silver, painting, sculpture, tapestries, and garden design, all of which contributed to the settings created for the display of monumental art. Also included are Robert Adam and English Neo-classicism. *Open to all students. Not offered in 1992-93.*

224 (1) Modern Art

A survey of modern art from its roots in the late nineteenth century to the 1990s, including Symbolism; Cubism and its affinities; Fauvism and Expressionism; abstract art in Holland, Germany, and Russia; Dada and Surrealism; Abstract Expressionism and Post-War developments. Although primarily a history of painting and sculpture, the course will also examine allied developments in architecture, functional design and decorative arts. *Open to students who have taken Art 100, 216, Art 105 or by permission of instructor.*

Ms. Bedell

225 (2) Image Context: New Media Theory and Practice

This course will combine studio and discussion sections to investigate communication systems which have significantly changed our visual and cultural environment. The media we will explore—photography and photograph captions, newspaper and magazine layout, billboards and posters, television, video, film and computer networks—all rely on the interaction of text (written or spoken) and image to convey information. Students will pursue both written and studio work throughout the semester. *Enrollment limited. Open by permission of the instructors. Formerly Technology Studies 218. Not open to students who have taken Technology Studies 218. Not offered in 1992-93.*

226 (2) History of Photography

Survey of European and American nineteenth- and twentieth-century photography in terms of both technical developments and broader aesthetic currents. While monographic treatment will be given to such important figures as Cameron, Atget, Stieglitz and Moholy-Nagy, broader issues, including the history of photographic criticism, will be examined. *Prerequisite: 100, 216, 108, or by permission of instructor. Not offered in 1992-93.*

228 (2) Nineteenth- and Twentieth-Century Architecture

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present. *Open to all students.*

Ms. Friedman

229 (1) Renaissance and Baroque Architecture

A survey of building in Italy, Spain, France, and England from 1400 to 1800 with special emphasis on Italy. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

231 (1) Architects and Buildings of Nineteenth-Century North America

Lectures and readings on the development of the architecture of the United States from Thomas Jefferson to Frank Lloyd Wright. In addition to personalities and styles, the course will focus on the history of the profession, of architectural graphics, of mechanical and structural technologies, of the rise of cities and the sprawl of suburbs. *Open to all students.*

Mr. O'Gorman.

232 (2) American Painting from Colonial Times to World War II

A survey of American painting from the seventeenth century to World War II. Major artists will include John S. Copley, Winslow Homer, Mary Cassatt and Edward Hopper. Special emphasis will be placed on works in area collections. *Open to all students.*

Ms. Bedell

233 (1) Domestic Architecture and Daily Life

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed. *Open to all students.*

Ms. Friedman

234 (1) Paris: Capital of the Nineteenth Century

A course on Paris and its role in the nineteenth century. Topics include: avant-garde art movements (particularly Impressionism), urban design, fashion and the Parisian politics of revolution. *Open to all students. Not offered in 1992-93.*

235 (2) Landscape and Garden Architecture

An examination of the major formal and ideological developments in landscape and garden architecture from the Middle Ages to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens in the Spring. *Open to all students.*

Mr. Fergusson

241 (1) Egyptian Art

A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian Art in its cultural context. Readings from contemporary Egyptian sources in translation. Not open to students who have taken this topic as 201. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

242 (2) Greek Art

Greek art from the Dark Ages to the death of Cleopatra. The course is a historical survey of the arts of Greece in this period, but special attention is paid to sculpture. The influence of classical form on later Western art is also considered. Not open to students who have taken this topic as 200. *Prerequisite: 100 (1), or a course in Greek or Classical Civilization, or permission of the instructor.*

Ms. Marvin

243 (2) Roman Art

A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting; the function of art in Roman society; the nature of Roman taste; and the influence of Roman art on later Western art. Not open to students who have taken this topic as 200. *Prerequisite: 100 (1), or a course in Latin or Classical Civilization, or permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Marvin

246 (2) The Arts of India

The arts of greater India. A history of the plastic arts of the Buddhist and Hindu religions in India, Nepal, Tibet, and Indonesia. Sculpture and painting will be treated where possible in their original architectural settings. Special attention will be given to the religious symbolism of the images and buildings. The survey will extend to the formation of Mughal painting and architecture and the development of painting in the native Indian schools of Pahari and the Deccan. Study of and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mrs. Clapp

247 (1) Islamic Art and Culture

A survey of Islamic art and culture beginning with its formation in the seventh century and continuing through the early twentieth century. For the early period, the focus will be on the historical and philosophical development of Islamic art from the diverse cultural and artistic traditions in which it originated. For the later period, the focus will be on the art and architecture of the Ottoman Empire, Persia, and India. Museum visits to the Sackler, BMFA, and Metropolitan will complement course material. *Open to all students. Not offered in 1992-93.*

248 (1) Arts of China

The arts of China from the Neolithic period to the eighteenth century. This course will survey the major cultural and aesthetic ideals of Chinese civilization: the ritual arts of the Bronze Age, sculpture under the Buddhist church, the beginnings of painting in the Han dynasty leading to the classical art of Sung, and the painting of the literati in the later dynasties. Study of and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students.*

Mrs. Clapp

249 (2) Arts of Japan

The sculptural and pictorial arts of Japan, from the Buddhist period to the eighteenth-century woodblock print. The course will concentrate on Japan's early ties with India and China, the subsequent development of a native Japanese style in the narrative handscroll, the art of the great screen painters, and the emergence of the print

tradition. Study of and visits to the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students.*

Mrs. Clapp

250 (1) From Giotto to the Art of the Courts: Italy and France, 1300-1420

Topics to be explored are: the great narrative tradition in Italian painting and sculpture—Giotto, Duccio, and Giovanni Pisano, the Siennese painters Simone Martini and the Lorenzetti in the context of the Italian Medieval city state; the reaction of artists to the Black Death of 1348; French manuscript painting under Valois patronage, especially the Limbourg Brothers and Jean, Duc de Berry. Visits to Rare Book Collections are planned. *Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite. Not offered in 1992-93. Offered in 1993-94.*

Ms. Armstrong

251 (2) Italian Renaissance Art

Painting and sculpture in Italy in the fifteenth and early sixteenth centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, Ghiberti and Luca della Robbia; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; Medici patronage of Uccello, Pollaiuolo and Botticelli; the development of the High Renaissance style by Leonardo, Raphael, and Michelangelo. *Prerequisite: Open to first year students and sophomores who have taken Art 100 (1 or 2) and to juniors and seniors without prerequisite.*

Ms. Armstrong

254 (1) Urban Form: Medieval, Renaissance, and Baroque

The course surveys the history of urban form from antiquity to the eighteenth century with emphasis on Medieval and Renaissance urban phenomena in Italy, France, and Germany. Topics include: introduction to Greek and Roman city planning; Medieval town types such as market towns, cathedral towns, and planned "new towns"; Medieval Siena and its public art; Italian Renaissance architectural theory and practice in relation to the city; Renaissance and Baroque innovations in Italy and France. *Open to sophomores who have taken 100 (1 or 2), or a 200-level course in Medieval or Renaissance art; to juniors and seniors without prerequisite; or by permission of the instructor. Not offered in 1992-93.*

Ms. Armstrong

304 (2) Seminar. Problems in Italian Renaissance Sculpture

Prerequisite: any 200 or 300 level course in Medieval or Renaissance art history. *File application in department. Not offered in 1992-93.*

305 (1) The Graphic Arts

A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch and Picasso. Careful study of original prints in the Wellesley College collections, and field trips to public and private collections. **Laboratory required.** *Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting. Signed permission of instructor required. File application in department.*

Mr. Wallace

309 (2) Seminar. Problems in Architectural History

Topic for 1992-1993: New Museum Architecture. The seminar will examine recent museum architecture in Europe, America and the Far East. Issues of program, typology, historical precedent, exhibition practice and audience will be considered. *Art 228 or 229; or by permission of the instructor. File application in department.*

Ms. Friedman and Ms. Taylor

311 (1) Northern European Painting and Printmaking

Painting and printmaking in Northern Europe from the late fourteenth through the sixteenth centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Bruegel the Elder. *Open to sophomores, juniors and seniors who have taken or are taking one Grade II unit in the history of art, or in Medieval/Renaissance Studies or by permission of the instructor.*

Mrs. Carroll

312 (2) Seminar. Problems in Nineteenth-Century Art

Topic for 1992-93: Star Systems. How have women become artistic celebrities? This course looks at some women who attained star status and the art forms that launched their fame. Stars include Madame de Pompadour, Queen Marie Antoinette, Marie Taglioni, and Sarah Bernhardt. Image technologies include eighteenth-century decorative arts, revolutionary political caricature, lithography, photography, and adver-

tising posters. *Limited to 15 students. Prerequisite: Art 100, or any Grade II course in art history, or by permission of instructor. File application in department.*

Ms. Higonet

320 (2) Seminar. Jefferson and Bulfinch: Architecture for a New Nation

Topic for 1992-93: The new nation required new building types (such as the federal capital or state houses) dressed in appropriate architectural forms. Jefferson in the south and Bulfinch in New England provided leadership in the creation of an architectural heritage for the young United States; they were followed by a host of other designers both immigrant and native born. This course will study the ideas, aspirations, sources, and achievements of these architects. *Limited to 15 students who have taken 229, 231, or 228, or by permission of the instructor. File application in department.*

Mr. O'Gorman

330 (1) Seminar. Renaissance Art in Venice and in Northern Italy

Topic for 1992-93: Images of Women in Venetian and North Italian Renaissance Painting and Sculpture. The visual evidence for attitudes toward women will be explored, as well as artistic patronage by women. Consideration of portraits of noble women and of courtesans; of religious images of the Virgin Mary, female saints and Old Testament heroines; and of the nude female body in mythological representations. Costume, jewelry, hair styles and representations of settings in which women are represented will be analyzed for evidence about the position of women in society. Works by the following artists will be included: Andrea Mantegna, Giovanni Bellini, Carpaccio, Giorgione, Titian, and Leonardo da Vinci. *Prerequisite: any 200 or 300 level course in Medieval, Renaissance, or Baroque art, history or literature. Open by permission of the instructor only. File application in department. For 1992-93 this seminar is designated as the majors seminar for Medieval/Renaissance Studies.*

Ms. Armstrong

331 (2) Seminar. The Art of Northern Europe *Not offered in 1992-93.*

Ms. Carroll

332 (2) Seminar. The Thirteenth-Century King as Patron

Prerequisite: 100(1)/215. *Open by permission of the instructor only. File application in department. Not offered in 1992-93.*

Mr. Fergusson

333 (2) Seminar. Spanish Art

Topic for 1992-93: Spanish painting, sculpture, and printmaking from El Greco through Goya. Other major artists studied will be Ribalta, Riberia, Velasquez, Zurburan, and Murillo. *Prerequisite:* 220 or signed permission of the instructor. *File application in department.*

Mr. Wallace

334 (1) Seminar. Issues in Ancient Art and Archaeology

Topic for 1992-93: "The Lure of the Antique". The show "The Lure of Italy" (Boston Museum of Fine Arts, September 16-December 31) traces the experiences of American artists in Italy from 1760-1914. Among the wonders they encountered there were the remains of classical architecture and sculpture. This seminar will investigate the ancient monuments which most impressed visiting American artists and how they interpreted and made use of them in their works. *Open by permission of instructor. File application in department.*

Ms. Marvin

335 (1) Seminar. Problems in Modern Art

Open by permission of the instructor. Not offered in 1992-93.

Ms. Berman

336 (1) Seminar. Museum Issues

An investigation of the history and structure of museums, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society. Issues of conservation, exhibition, acquisition, publication, and education will be examined. Visits to museums, galleries, and private collections in the area. *Limited enrollment. Open by permission of the instructor to junior and senior art majors. Not offered in 1992-93.*

Ms. Taylor

337 (2) Seminar. Chinese Painting

Topic for 1992-93: Early Painting in China. The growth of representational painting out of the decorative tradition of bronze and lacquer art.

Concentration on the religious and Confucianist ideologies of Han funerary art. The emergence of the hand and hanging scroll formats, development of figural representation, and the first narrative imagery. Students will give reports on T'ang dynasty painting to be developed into a final research paper on such themes as imperial T'ang tomb painting, the Tun-huang Buddhist murals, the earliest landscape. *Prerequisite:* 248. *Open by permission of the instructor. File application in department.*

Mrs. Clapp

340 (2) Seminar. Regionalism in American Architecture of the Early Twentieth Century

Topic for 1992-93: The search for an appropriate "American" expression in architecture that had preoccupied designers and theorists of the second half of the nineteenth century resolved itself into the concept of regionalism by the early twentieth century: in a country so vast and of such diverse histories and geographies, the sum of several different expressions would add up to a "national" style. The Colonial Revival of New England, the fieldstone farmhouse of Pennsylvania, the Prairie School of the Midwest, and various manifestations of the Hispanic tradition stretching from Florida to California, these and other types will form the focus of this seminar. Also to be considered is the clash between American regionalism and European internationalism in the 1920s and beyond. *Limited to 15 students who have had 231 or 228, or by permission of the instructor. File application in department.*

Mr. O'Gorman

341 (1) Topics in The Social History of Art

Not offered in 1992-93.

345 (1) Seminar. Historical Approaches to Art for the Major

Comparative study of the major art-historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, feminism and art, psychology of perception, and theories of art criticism. Weekly meetings will stress class discussion. Recommended to all art majors. *Open to juniors and seniors who have taken one Grade II unit in the department. Open by permission of the instructor only. File application in department.*

Ms. Higonnet

350 (1) (2) Research or Individual Study 1 or 2
Open to qualified students by permission of the instructor and the department chair.

360 (1) (2) Senior Thesis Research 1 or 2
By permission of the department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis
Prerequisite: 360.

Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts to students in Boston area colleges and universities. These are held in the Museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only. Call the instructor for information about the day and time of classes and application procedures as the class size is limited.*

379 (1) Venice and Fenway Court: A History of Venetian Art and Its Contextual Setting

The Gardner Museum possesses a preeminent collection of Venetian art, including works by the Bellini, Carpaccio, Titian, Tintoretto, Tiepolo, and Guardi, as well as related Northern Italian masterpieces, and early examples of Venetian sculpture, decorative arts, and book printing—all housed in a unique, Venice-inspired architectural setting. The seminar will survey over four centuries of the art of Venice through direct examination of the collection, as well as addressing the context of these works of art through exploration of their installation and setting. Limited to 12 students. Seniors and graduate students preferred. *Previous coursework in Italian art history recommended; some knowledge of Italian desirable. Admission to Museum Seminars is by permission of the instructor. This seminar will be taught at the Gardner Museum.*

Mr. Goldfarb (Chief Curator, Isabella Stewart Gardner Museum). Starts September 10th.

381 (2) American Landscape Painting: The Hudson River School

The landscapes of the Hudson river school are one of the great strengths of the Museum of Fine Arts' collection of American art, thanks to Maxim Karolik's 1948 gift of some 230 paint-

ings. This seminar will focus on the key figures represented in the Karolik Collection—Cole, Church, Bierstadt, Durand, Heade, and Lane—in order to survey the development of nineteenth-century landscape painting in America. Questions of patronage and taste will be considered, as will the physical presentation (framing, condition, installation) of the paintings. *Limited to 10 students. Admission to Museum Seminars is by permission of the instructor.*

Ms. Troyen (Associate Curator, Department of Paintings). Starts January 27th.

389 (2) The Material Culture of Ancient Egypt

This seminar will study the use of materials in archaeology, focusing on works from the Museum's collections from Egypt and the Sudan. Aspects of ancient technology, stylistic development, typology, and archaeological inference will be discussed. Lectures on various materials will cover the sources exploited; ancient technology, craft production, and usage; archaeological information and scientific analysis of materials used by ancient artisans, including stone, ceramic, glass, faience, precious metals, and organic materials. *Limited to 15 students. Some familiarity with Old World archaeology or ancient history desirable. Admission to Museum Seminars is by permission of the instructor.*

Mr. Lacovara (Assistant Curator, Department of Egyptian and Ancient Near Eastern Art). Starts January 28th.

394 (1) The Preservation and Scientific Examination of Works of Art

The technical examination and preservation of works of art will be explored through lectures, demonstrations and readings concentrating on the Museum's collections. The course will focus on the work of art as the source of information about the materials and techniques of artists and craftsmen, how these materials can interact with their environment, and what measures may be taken to preserve them. Analytical instrumentation currently used for research and authentication is discussed throughout the course. *Limited to 12 students. Restricted to seniors and graduate students. Early registration is recommended. Admission to Museum seminars is by permission of the instructors.*

Margaret Leveque, Richard Newman and other members of the Museum's conservation facilities (267-9300, ex 467). Starts September 9th.

Cross-Listed Courses For Credit

Anthropology 308 (1)

Seminar for Materials Research in Archaeology and Ethnology

Directions for Election

History of Art

An Art major concentrating in History of Art must elect:

A. Art 100 (1) and (2) Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the Department Chair.

B. One of the following courses in Studio Art: 105, 108, 204, 205, 209, 213.

C. A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements.

For distribution a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. Among the three areas elected one must be either before 1400 A.D. or outside the tradition of Western European art.

Normally, Art 223, 233, 235, 254, 305 and 345 may not be used to meet this distribution requirement. Consult the department chair for exceptions to this practice. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement.

No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one studio, two art history) may be counted towards the minimum major.

Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, Medieval art or Asian art. Students interested in such a plan should consult the department as early as possible.

Art 345 is strongly recommended for those considering graduate study in History of Art.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History

of Asian Art require Chinese and/or Japanese. These languages are particularly important for students considering graduate school.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100, 103, and 201. They should also consult the Catalog carefully for other courses in history as well as in the literature, religion, philosophy, and music of the times and places whose art particularly interests them.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

A History of Art minor (6 units) consists of:

(A) Art 100 (1&2) or Art 215/216 and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100/215/216 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. Some examples are: Asian art, 19th/20th century art and architectural history. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken at Wellesley College.

The attention of students is called to the interdepartmental majors in Architecture, Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

Studio courses meet twice a week for double periods. Enrollments are limited.

105 (1) (2) Drawing I

Introductory drawing with emphasis on the development of skill in seeing and the control of line, value and composition. A variety of techniques and media will be used. *Preference given to nonseniors. Open to seniors by permission of the instructor only.*

The Staff

108 (1) (2) Photography I

Photography as a means of visual communication. Problems dealing with light, tonal values,

two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. *Instructor's signature required for admission. Preference given to non-seniors. File application in the department.*

Mr. Swift (1), Ms. Black (1 & 2)

204 (2) Painting Techniques

A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, encaustic, Venetian oil technique, acrylic and pastel, with emphasis on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll. *Open to all students.*

Ms. Spatz-Rabinowitz

205 (2) Materials and Techniques of Sculpture

A survey of significant techniques and materials relating to the history of sculpture from the classical to the modern period. Laboratory problems of a purely technical nature requiring no artistic skill. *Prerequisite: 100 (1) and (2) or permission of the instructor. Not offered in 1992-93.*

Mr. Dorrien

207 (1) Sculpture I

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Work from the figure, with direct visual observation of the model, will be emphasized. Studio fee. *Prerequisite: 105 or 213 or permission of the instructor.*

Mr. Dorrien

208 (2) Photographic II

The development of the student's personal photographic vision. Weekly critiques of students' on-going personal photography. Several classes and a semester-long study will be concerned with photographic technique and processes. See 225. *Limited enrollment, preference will be given to students majoring or intending to major or minor in Art/Art History or Architecture. Prerequisite: 108 or permission of the instructor.*

Mr. Swift

209 (1) (2) Basic Two-Dimensional Design

A series of problems in two-dimensional design intended to develop both observational and for-

mal skills. Introduction to line, shape, color, structure, and other tools of the artist. Design involves the formation of an effective visual statement. *Open to all students.*

Ms. Spatz-Rabinowitz (1), Mr. Swift (2)

210 (2) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue. *Open to all students. Not offered in 1992-93.*

Mr. Rayen

212 (1) Introduction to Printmaking

This course presents printmaking as a graphic image-making process. Traditional techniques of intaglio, relief and lithography will be examined as well as other methods of printing such as monoprinting, collography, stenciling and stamping. Printmaking as an alternative way of drawing and painting, and ways of combining various print media, will be explored. *Prerequisite: 105 or 209.*

Mr. Gomez

213 (1) (2) Basic Three-Dimensional Design

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project. *Open to all students.*

Mr. Gomez, Mr. Dorrien

214 (2) Photographic Processes

Through a series of lectures, readings and laboratory experiences, this course will engage students both conceptually and experientially in the basic premises of current photographic technology. We will also consider the history and development of these photographic processes, as well as their social and cultural implications. *Formerly Technology Studies 217. Not open to students who have taken Technology Studies 217. Not offered in 1992-93.*

217 (1) Life Drawing

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class work drawings as well as homework assignments. Dry and wet media and drawing on several scales. Recom-

mended for architecture majors as well as studio art students who intend to do further work from the figure. Not open to students who have taken 316. *Prerequisite: 105.*

Ms. Harvey

218 (1) (2) Introductory Painting

A study of basic forms in plastic relationships in a variety of media. *Prerequisite: 105 or 209 or permission of the instructor.*

Mr. Rayen (1), Ms. Harvey (2)

307 (2) Sculpture II

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. *Studio fee. Prerequisite: 207 or permission of the instructor.*

Mr. Dorrien

314 (2) Advanced Drawing

In depth exploration of drawing techniques, materials, and advanced concepts including form, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery. Not open to students who have taken 206. *Prerequisite: 105.*

Ms. Spatz-Rabinowitz

315 (1) Problems in Advanced Painting

Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles which observation and memory play in the development of individual concepts. *Painting 315 and Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent.*

Ms. Spatz-Rabinowitz

317 (2) Seminar. Problems in the Visual Arts

This course is designed for students to explore and develop the relationships between image making and one's personal set of skills, strengths, interests, obsessions and memories. Each student identifies for herself the significance of working in harmony with her personal goals while continuing to evolve skills in a variety of media. Group discussions of assigned reading and other weekly projects will be required. Highly recommended for students anticipating an independent

study project or careers in art. *Prerequisite: either 207, 217, 218, 316, 318, or permission of the instructor.*

Ms. Harvey

321 (2) Advanced Painting

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media. *Painting 318 & Painting 321 are complementary courses and may be taken in any order following the completion of Painting 218 or its equivalent. Not offered in 1992-93.*

Mr. Rayen

322 (2) Advanced Printmaking

This course continues from the introductory course to approach printmaking as a way of developing and organizing visual information. Projects will challenge students to pursue personal imagery and to acquire greater technical mastery. *Studio Fee. Prerequisite: 212.*

Mr. Gomez

350 (1) (2) Research or Individual Study

Open to qualified students by permission of the instructor and the department chair.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Applied Arts Program (1) (2)

In addition to the regular Studio curriculum, a separately funded program makes it possible to offer one course each year in such fields as metal casting and enameling, ceramics, woodworking, and weaving.

Topic for 1992-93: Woodworking: Hand, then power tools are taught, leading to independent functional projects in wood. Includes woodworking, wood joinery, carving, and theory. *By permission of instructor. Open to all students. Course may be taken not for credit or, with permission of instructor and Studio Program Chair, for 350 credit with completion of additional assignments. File application in department.*

Mr. Wheelwright

Directions for Election

Studio Art

An art major concentrating in Studio Art must elect 100 (1) and (2) (unless exempted with a grade of 5 on the Advanced Placement examination), 105, 209, and 213; and in addition at least two Grade II and two Grade III units in Studio Art. All Studio majors are encouraged to take 317, especially those interested in independent study projects. Since the department believes in the importance of understanding the history of art, the attention of students is drawn to 224 and 219 (see History of Art).

A Studio art minor (6 units) consists of: (A) 105 and (B) 1 unit from 209, 210 or 213 and (C) 4 additional units from Studio art, including at least one at the 300 level (350 counts only in photography).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.

Directions for Election

The Combined Major in Art History and Studio Art

A student may elect a combined Art History/Studio Art major by taking:

Art 100 (1) and (2) Introductory Survey

1 semester of Art 105 Introductory Drawing

1 semester of Art 209 Two-Dimensional Design

1 semester of Art 213 Three-dimensional Design

1 semester of Ancient, or Medieval, or Non-Western Art History

2 additional semesters of Grade II Art History

2 semesters of Grade III Art History

2 additional semesters of Grade II Studio Art

2 semesters of Grade III Studio Art

14 courses

The Combined Major in Art will require early planning, preferably in the first year.

Teacher Certification. Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.

Astronomy

Associate Professor: *Bauer, Benson, French (Chair), Little-Marenin*

101 (1) (2) Introduction to Stars, Galaxies, and Cosmology with Laboratory

A survey of stars, galaxies and cosmology. The life stories of stars will be examined, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. Galaxies contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Modern theories of the origin and ultimate fate of the universe will be explored, as well as the possibility of extraterrestrial communication. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of stars and constellations, and use of the telescopes. This is a complementary course to 105/106, which is taught at the same level. Both courses are taught in each semester, and students who elect to take both may do so in either order. *Not open to students who have taken 102, [103], 110 or [111].*

The Staff

102 (1) (2) Introduction to Stars, Galaxies, and Cosmology

Identical to 101 except that it will not include the laboratory. Some observing is required, and additional written work. *Not open to students who have taken 101, [103], 110 or [111].*

The Staff

105 (1) (2) Introduction to the Solar System with Laboratory

A survey of the solar system: the sun, planets, comets, meteors and asteroids. Topics include a survey of ancient views of the cosmos, archaeoastronomy, and the development of modern views of the motions of the planets. Spacecraft exploration of the solar system has transformed our understanding of planets and their attendant satellites and moons. These recent observations will be used to examine the origin and evolution of the sun and solar system. The earth will be examined from a planetary perspective to elucidate ozone depletion, global warming, and extinction of the dinosaurs. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of planets, stars and constellations, and use of the telescopes. This is a complementary course to 101/102, which is taught at

the same level. Both courses are taught in each semester, and students who elect to take both may do so in either order. *Not open to students who have taken [103], 106, 110, or [111].*

The Staff

106 (1) (2) Introduction to the Solar System

Identical to 105 except that it will not include the laboratory. Some observing is required, and additional written work. *Not open to students who have taken [103], 105, 110 or [111].*

The Staff

110 (1) Fundamentals of Astronomy with Laboratory

A survey of astronomy with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in the other 100-level courses. Two periods of lecture and discussion weekly. Laboratory in alternate weeks and unscheduled observations at the Observatory. Recommended for students intending to choose one of the sciences or mathematics as a major. *Not open to students who have already taken 101, 102, [103], 105, 106 or [111].*

Mrs. Benson

206 (1) Basic Astronomical Techniques with Laboratory

Astrophotography. Conversion of time and astronomical coordinate systems. The magnitude system. Use of the automated 24' telescope with modern CCD electronic camera. Image processing and photometry. Star catalogs. Applications of methods of least squares and statistical analysis. Computers will be used for data acquisition and analysis. The laboratory for this course will consist of projects which require unscheduled use of the telescopes. *Prerequisite: one semester of astronomy at the 100 level, and familiarity with trigonometric functions and logarithms.*

Mrs. Benson

207 (2) Basic Astronomical Techniques II with Laboratory

Spectroscopy. Classification of stellar spectra. Measurement of stellar radial velocities. Astrometry. The semester's work includes an independent project at the telescope. The laboratory work for this course will consist of projects which require unscheduled use of the telescopes. *Prerequisite: 206.*

Ms. Little-Marenin

210 (1) Astrophysics I

The application of physical principles to astronomy, including celestial mechanics, electromagnetic processes in space, stellar structure and evolution and spectral line formation. *Prerequisite: one semester of Astronomy at the 100 level, and Physics 108 taken previously or concurrently, or by permission of the instructor.*

Ms. Bauer

304 (2) Stellar Atmospheres and Interiors

The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. Stellar structure and energy generation in stellar interiors. Stellar evolution. *Prerequisite: 210 and Mathematics 205 or Extradepartmental 216. Physics 202 or [204] is recommended. Not offered in 1992-93. Offered in 1993-94.*

Ms. Bauer

307 (2) Planetary Astronomy

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the Earth's climate. Recent observations from the ground and from spacecraft will be reviewed. *Prerequisite: 210 and Physics 108; permission of the instructor for interested students majoring in geology or physics. Offered in 1992-93. Not offered in 1993-94.*

Mr. French

310 (2) Astrophysics II

The application of physical principles to the interstellar medium, kinematics and dynamics of stars and stellar systems, galactic structure, special and general relativity, and cosmological models. *Prerequisite: 210 and Physics 108.*

Mr. French

349 (1) Selected Topics

Topics in previous years have included variable stars, galaxies, stars of special interest, and cosmic evolution. *Open by permission of the instructor. Not offered in 1992-93.*

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2
By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

For Credit

Mathematics 205 (1) (2)
Intermediate Calculus

Physics 202 (1)
Modern Physics with Laboratory

Directions for Election

The following courses form the minimum major: Any one course at the 100 level; 206, 207, 210, 310; Mathematics 205 or Extradepartmental 216; Physics 202 or [204]; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110. Physics 219 and Computer Science 110 or 111 are strongly recommended. In planning a major program, students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in Astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. Completion of the physics major is encouraged. The student is also urged to acquire a reading knowledge of French, Russian, German, or Spanish.

A minor in astrophysics (5 units) consists of: (A) 1 unit at the 100 level and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 101 or 102 and 105 or 106 and (B) 206 and 207 and (C) 350.

See page 11 for a description of Whitin Observatory and its equipment.

Biological Chemistry
AN INTERDEPARTMENTAL MAJOR

Director: *Allen*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (228 and 328), the area of concentration must include the following units of Chemistry (114 [or 113] and 115 or 120, 211 and 231); Biology (110, 219 and 220 [or 200 and 205], at least one unit of 313, 314, 316 or 317), and one additional Grade III unit, excluding 350, 360 or 370); Physics (104 or 107); and Mathematics (116, 120 or equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry.

A recommended sequence of required courses would be: Year I, Chemistry 114 and Math or Physics; Chemistry 115 and Biology 110. Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics. Year III, Chemistry 228 and 231; Chemistry 328 and Math. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible.

Biological Sciences

Professor: Widmayer, Allen, Coyne, Webb, Harris

Associate Professor: Smith, Cameron (Chair), Blazar

Assistant Professor: Beltz, Peterman, Giffur^A, Moore, Rodenhouse, Berger-Sweeney, Bedell, Quattrochi

Laboratory Instructor: Muise, Dermody, Hacopian, Lenihan, Paul, Soltzberg, Thomas, Frisardi

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

106 (1) Evolution

Historic and current ideas on the evidence for, and causes of, evolution; introduction to Mendelian and molecular genetics. Case studies include origin of life, endosymbiosis, human evolution, and the preservation of genetic diversity. Two lectures weekly plus discussion session every other week. Meets the Group C distribution requirement as a nonlaboratory unit, but does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken [112].*

Ms. Widmayer

107 (1) Biotechnology

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. However, no prior knowledge of Biology is expected, as all necessary background information will be discussed. Two lectures weekly. This course fulfills group C distribution but does not meet laboratory science requirement. Not to be counted toward minimum major in Biological Sciences.

Mr. Smith

108 (2) Horticultural Science with Laboratory

Fundamentals of plant biology with special emphasis on cultivation, propagation and breeding, the effects of environmental and chemical factors on growth, and the methods of control of pests and diseases. Laboratory involves extensive work in the Greenhouses, as well as in the Alex-

andra Botanic Gardens and Hunnewell Arboretum. Not to be counted toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

Ms. Bedell, Mrs. Muise

109 (1) Human Biology with Laboratory

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a laboratory session every other week. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study. Does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

Mrs. Coyne, Mr. Hacopian

110 (2) Cell Biology with Laboratory

Eukaryotic and prokaryotic cell structure, chemistry and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. *Open to all students.*

Mrs. Allen, Mrs. Blazar, Ms. Widmayer and Staff

111 (1) Introductory Biology: The Analysis of Biological Systems with Laboratory

Introduction to central questions and concepts in selected areas of biology and demonstration of various experimental approaches. Topics include: development, evolution, ecological systems, and plant and animal structure and physiology. Consideration of the importance of biological science to historical and current world problems. Laboratories include a series of related projects in experimental biology. *Open to all students.*

Mr. Harris, Mrs. Beltz, and Staff

201 (1) Ecology with Laboratory

Introduction to the scientific study of interactions between organisms and their environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips. *Prerequisite: 111 or permission of the instructor.*

Mr. Rodenhouse, Ms. Moore, Ms. Thomas

203 (1) Comparative Physiology and Anatomy of Vertebrates with Laboratory

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course will cover topics in thermoregulatory, osmoregulatory, cardiovascular, respiratory, digestive, muscle and ecological physiology. A particular focus in 1992-93 will be animal adaptations to potentially hostile environments. The laboratories will incorporate the study of preserved materials and physiological experiments. *Prerequisite: 109 or 111, or by permission of the instructor.*

Mr. Cameron, Mrs. Muise

206 (1) Histology I: Microscopic Anatomy of Mammals with Laboratory

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques. *Prerequisite: 110.*

Mr. Smith

207 (2) The Biology of Plants: "From Photons to Food" with Laboratory

An introduction to the plant kingdom with an emphasis on aspects of biology unique to plants. Topics will include plant diversity and evolution, reproduction and development, the control of growth, photosynthesis, structure and physiology of transport systems, interactions of plants with other organisms and the environment, and applications of genetic engineering to the study and improvement of plants. Laboratory sessions will focus on experimental approaches to the study of plants. *Prerequisite: 110 and 111.*

Ms. Peterman

209 (2) Microbiology with Laboratory

Introduction to the microbial world, with emphasis on bacteria and viruses, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease, pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms. *Prerequisite: 110 and one unit of college chemistry.*

Mrs. Allen

210 (1) Marine Biology

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the open ocean photic zone, mid-water and deep-sea, intertidal, estuaries, and coral reefs. Emphasis is placed on the dominant organisms and food webs within each habitat. *Prerequisite: 111 or permission of the instructor.*

Ms. Moore

213 (1) Introduction to Psychobiology with Laboratory

An introduction to the study of the relationship between the nervous system and behavior, with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. *Prerequisite: 111 or 109 and Psychology 101.*

Ms. Berger-Sweeney, Mrs. Paul

219 (1) Cellular Biology I with Laboratory

A two semester study (BISC 219 and 220) of the structure and functioning of cells, primarily in eukaryotic systems. Emphasis will be placed on our present-day understanding of the principles governing cellular function, growth and differentiation as acquired through experimental analysis. The first semester will be devoted to an understanding of the molecular and biochemical basis of genetics and the interactions between cells that provide the basis for tissue and organismal development. Topics will include: organization of the eukaryotic genome, gene structure and function, differential gene expression, cellular and tissues differentiation including aspects of both animal and plant development, genetics of pattern formation. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology and developmental biology. *Prerequisite: 110 and one unit of college chemistry.*

Mr. Webb, Ms. Peterman, Mrs. Lenihan

220 (2) Cellular Biology II with Laboratory

The second semester will focus on structure/function relationships in eukaryotic cells and the

molecular and biochemical basis for the immune response. Topics will include thermodynamics, enzymes, membranes, transport, ATP biosynthesis, cell signaling, immune recognition and response, cell growth and transformation. *Prerequisite:* 219 (note students who have not successfully completed the first half of this course, 219, will NOT be allowed to enroll in 220.)

Mr. Harris, Mrs. Blazar, Mrs. Lenihan

Students who have taken [200] and planned to take [205] should take 219; students who have taken [205] and planned to take [200] should take 220. It is recommended that they consult with the instructor.

302 (2) Animal Physiology with Laboratory

The physiology of organ systems in vertebrates, with some emphasis on humans. The course will focus on recent findings in cardiovascular, endocrine, sensory, neural and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research, including digital oscilloscopes, amplifiers, pressure transducers, microelectrodes and computers. *Prerequisite:* 203 or 213 or by permission of the instructor.

Mr. Cameron, Mrs. Coyne, Mrs. Paul

304 (2) Histology II: Human Microscopic Anatomy and Pathology with Laboratory

Analysis of structure-function relationships of human systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for microscopy, as well as hands-on experience at the transmission electron microscope. *Prerequisite:* 206.

Mr. Smith

305 (1) Seminar. Genetics

Topic for 1992-93: Mapping the Genome. Examination of the background for, objectives of and progress made in the effort to map the entire genome of humans and other model organisms. Social and ethical concerns will be considered as well as the development of technologies to enable both mapping and therapeutic interventions. *Prerequisite:* A 200 level course in Biological Sciences.

Ms. Widmayer

306 (1) Embryology and Developmental Biology: Principles of Neural Development with Laboratory

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems. *Prerequisite:* 213 or 220 or by permission of the instructor.

Ms. Beltz

307 (2) Advanced Topics in Ecology:

Ecology of Freshwaters with Laboratory This course addresses the physical, chemical, and biological interactions that occur in lakes, reservoirs, and flowing waters. Lectures address selected topics including lake origins, thermal and chemical patterns and processes, nutrient limitation, biological communities, and techniques for conserving and restoring lake, river, and wetland ecosystems. Course format will include critical analysis and discussion of current research papers, and an independent project carried out by each student. *Prerequisite:* 201 or by permission of the instructor.

Ms. Moore

308 (Wintersession) Tropical Ecology

Ecology of rainforest animals and plants, coral reefs, and mangrove forests are examined during a 24 day course taught in Belize and Costa Rica. The first half of the course is based on an island bordering the world's second longest barrier reef; living and laboratory facilities for the second half are in intact lowland rainforest. Course work is carried out primarily out-of-doors, and includes introduction to flora and fauna, lectures, and field tests of student-generated hypotheses. Note that a student will be billed for a winter session unit of credit if that credit results in more than 10 units for the year. A student who attends Wellesley during only one semester of the academic year will be billed for a winter session unit of credit if it represents a sixth unit of credit. *Prerequisites:* 201 or 210 and permission of the instructors. Not offered in 1992-93.

Ms. Moore, Mr. Rodenhouse

312 (1) Seminar. Endocrinology

This course involves studying endocrine tissues at several levels of organization. The introduc-

tory section covers signal transduction in response to hormones at the cellular level. The second section covers neuroendocrinology (the pituitary gland and its control by the brain) while the final section focuses on selected areas of endocrinology in which several systems (endocrine and nonendocrine) interrelate to control body function, such as reproduction; salt/water metabolism and blood pressure; calcium/phosphate metabolism and bone physiology; growth and development; carbohydrate, protein and lipid metabolism. *Prerequisite:* 219 and permission of the instructor. 220 is recommended.

Mrs. Coyne

313 (1) Microbial Physiology and Biochemistry with Laboratory

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be attacked. *Prerequisite:* 219 [200] or 209 and Chem. 211 or by permission of the instructor.

Mrs. Allen

314 (1) Topics in Microbiology

Topic for 1992-93: Host-Virus Interaction. This seminar will focus on two viruses: Epstein-Barr Virus (EBV) and Human Immunodeficiency Virus (HIV) and their relationship with man. The first part of the course will study the relationship of EBV, a DNA virus, to the Herpes family and HIV, an RNA virus, to the Lentivirus family. They will be compared and contrasted with other human and animal viruses. Discussion will then turn to current information on the biology, immunology, and epidemiology of these viruses. Mechanisms of cell transformation by EBV, and the EBV associated proliferative diseases—Infectious Mononucleosis, Burkitt's Lymphoma, and Nasopharyngeal Carcinoma—will be considered in detail. Mechanisms of cell destruction by HIV and the HIV associated immunodeficiency disease, AIDS, will be covered. Emphasis will be placed on discussion and presentation of original research articles. *Prerequisite:* [200] or 220, Chemistry 211 and permission of the instructor.

Mrs. Blazar

315 (2) The Neurobiology of Learning and Memory, with Laboratory

This course is designed to provide an overview of the current research regarding the neural substrates of learning and memory. During the first half of the semester, we will focus on mammalian animal models and human amnesia cases and investigations of the neuroanatomical regions and neurotransmitter systems thought to be responsible for memory formation. During the second half of the semester, we will review the physiological and biochemical changes in the brain that accompany, and perhaps account for, learning and memory. In the accompanying laboratory, we will examine the effects of brain lesions on the behavior, electrophysiology and neurochemistry of the rat. *Prerequisite:* 213 or by permission of the instructor.

Ms. Berger-Sweeney, Mrs. Paul

316 (2) Molecular Biology with Laboratory

The practical applications of recombinant DNA techniques to the study of the control and organization of animal genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology). *Prerequisite:* 219 [205] and by permission of the instructor.

Mr. Webb

317 (2) Advanced Cellular Biology of Eukaryotes, with Laboratory

The Cell Biology and Biochemistry of Eukaryotic Cells. An in-depth analysis of structure to function relationships in the eukaryotic cells. Topics to be discussed include the organization of cytoplasm, membrane bound organelles, protein transport and processing and the biochemistry of muscle contraction and vision. The laboratory will involve a group research project into the cytoskeleton in plants and animals. Techniques utilized generally include electrophoresis, electron microscopy, fluorescence microscopy, column chromatography, and Western blotting. *Prerequisite:* 219 [200] and Chemistry 211.

Mr. Harris

330 (1) Seminar, Developmental Genetics

This seminar will focus on the use of genetic analysis and molecular biology to study fundamental problems in the development of plants

and animals. Topics will include the use of mutants to isolate genes that control development, the genetics of pattern formation and the control of gene expression during cellular differentiation. *Prerequisite: 219 and 220 or by permission of the instructor.*

Ms. Peterman

331 (2) Seminar. 'A Brief History of Life'

Major events in the history of life. Origin of life from non-life, evolution of replicatory molecules, origin of eukaryotic cellular structure, diversification of organic kingdoms and animal phyla, development of strategies for life in terrestrial environments. *Prerequisite: one 200 level course in Biological Sciences. Not offered in 1992-93.*

Ms. Giffin

332 (2) Advanced Topics in Psychobiology

Topic for 1992-93 to be announced. *Prerequisite: 213.*

Mr. Quattrochi

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission of instructor.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of the department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Chemistry 228 (1)

Biochemistry I: Structure and Function of Macromolecules with Laboratory

Chemistry 328 (2)

Biochemistry II: Chemical Aspects of Metabolism with Laboratory

Extrdepartmental 124 (2)

Marine Mammals: Biology and Conservation

Geology 305 (1)

Paleontology with Laboratory

Physics 103

Physics of Whales and Porpoises. *Not offered in 1992-93.*

Physics 222

Medical Physics. *Not offered in 1992-93.*

Directions for Election

A major in Biological Sciences includes eight courses, plus 2 units of college chemistry. BISC 110 and 111 or their equivalent are required for the major. Distribution requirements for 200 level courses differ among graduation classes. Members of the class of '93 may choose between 2 options in selecting them: (1) three Grade II courses which must be distributed among three of the following four groups: ([200], 203, 206, 213, 219—Cell Biology and Physiology); ([205], 216, 220—Genetics and Developmental Biology); (201, 210—Ecology) and (207, 209—Botany and Microbiology). (2) Four Grade II courses which must include at least one course from each of the following three groups: (206, 219, 220—Cell Biology); (203, 207, 213—Systems Biology); (201, 210, 209—Community Biology). Majors in the class of '94 and later must satisfy option (2) above. At least two Grade III units are required for the major. One of these Grade III units, exclusive of 350, 360 or 370 work, must require laboratory experience. Additional chemistry beyond the two required units is strongly recommended or required for certain Grade III courses. Chemistry courses 228, 328 and Biological Sciences 350, 360 and 370 do not count toward the minimum major.

Students are advised to take both Grade I courses as first year students and to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice. The required Grade II work should be completed within the first 5-6 units in the major.

Courses 106, 107, 108, 109 and [112], which do not count toward the minimum major in Biological Sciences, do fulfill the College Group C distribution requirements; 108 and 109 as a laboratory science; 106, 107 and [112] as non-laboratory science courses. Independent summer study will not count toward the minimum major. Course 213 does not fulfill the Group B distribution requirement for Biological Science majors.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or cellular/

molecular mechanisms. A broad training in the various aspects of biology is recommended.

A minor in Biological Sciences (5 units) consists of: (A) two 100 level units and (B) two 200 level units and (C) one 300 level unit, excluding 350. Students planning a minor should consult the Chair as soon as possible.

Students interested in an interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Hicks, the Director of the Biological Chemistry program.

Students interested in an interdepartmental major in Psychobiology are referred to the section of the Catalog where the program is described. They should consult with Ms. Koff or Ms. Berger-Sweeney, the Co-Directors of the Psychobiology Program.

Students interested in an individual major in Environmental Sciences should consult Mr. Rodenhouse or Ms. Moore.

First-year students with Advanced Placement credit or with 110 or 111 exemptions and wishing to enter upper level courses are advised to consult the Chair or the instructor in the course in which they wish to enroll. Units given to a student for Advanced Placement in Biology do not count toward the minimum major at Wellesley, but do allow the student to omit BISC 111 from her program. For nonmajors, AP credit in Biology does not fulfill the Group C distribution requirement for a laboratory science course.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given in the Academic Program section.

Chemistry

Professor: Loebelin, Hicks^A, Kolodny, Coleman (Chair), Hearn

Associate Professor: Merritt, Haines, Stanley, Wolfson

Assistant Professor: McGowan, Arumainayagam, Reisberg

Laboratory Instructor: Darlington, Mann, Turnbull

Unless otherwise noted, all courses meet for two periods of lecture, one 50-minute discussion period and one three-and-one-half hour laboratory appointment weekly. Chemistry 101, 227, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 114, 115 or 120 according to their previous preparation and entrance examination scores.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 114 followed by Chemistry 115. Chemistry 120 replaces 114 and 115 for some students with more than one year of high school chemistry.

Contact lenses may not be worn in any chemistry laboratories.

101 (1) Contemporary Problems in Chemistry

Chemistry in the Modern World: From modern conveniences to pollution, chemistry is part of our culture. The purpose of this one semester course is to give students a better understanding of the current chemical aspects of our society so that as citizens and consumers they will be better able to make decisions when voting and purchasing goods and services. *Open to all students except those who have taken any Grade I Chemistry course.*

Ms. McGowan

102 (1) Contemporary Problems in Chemistry with Laboratory

Chemistry in the Modern World: From modern conveniences to pollution, chemistry is part of our culture. The purposed of this one semester course is to give students a better understanding of the current chemical aspects of our society so that as citizens and consumers they will be better

able to make decisions when voting and purchasing goods and services. *Open to all students except those who have taken any Grade I Chemistry course.*

Ms. McGowan

114 (1) (2) Introductory Chemistry I with Laboratory

Atomic and molecular structure, chemical bonding and energetics, transition-metal complexes, states of matter, and review of stoichiometry. *Not open to students who have taken [113].*

The Staff

115 (1) (2) Introductory Chemistry II with Laboratory

Properties of solutions, chemical equilibrium and kinetics, acids and bases, thermodynamics and electrochemistry. *Prerequisite: [113] or 114.*

The Staff

120 (1) Intensive Introductory Chemistry with Laboratory

A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, and energetics, acids and bases, transition-metal complexes, equilibrium and kinetics, thermodynamics and electrochemistry. Three periods of lecture, one 50 minute discussion and one three-and-one-half-hour laboratory appointment weekly. *Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.*

Mr. Coleman

211 (1) (2) Organic Chemistry I with Laboratory

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers. *Prerequisite: 115 or 120 or permission of the department.*

The Staff

227 (2) Introduction to Biochemistry

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three periods of lecture per week. *Prerequisite: 211. This course cannot be counted toward a minimum major in Chemistry.*

Mr. Reisberg

228 (1) Biochemistry I: Structure and Function of Macromolecules with Laboratory

A study of the chemistry of nucleic acids and proteins with emphasis on structure—function relations and methodology; an introduction to enzyme kinetics and mechanisms. *Prerequisite: Biological Sciences 200 and Chemistry 211, or Chemistry 211 and 313.*

Ms. Wolfson

231 (1) (2) Physical Chemistry I with Laboratory

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. *Prerequisites: 115 or 120, or permission of the department, and Mathematics 116 and Physics 107.*

The Staff

241 (2) Inorganic Chemistry with Laboratory

Structure of atoms, periodic properties, group theory, bonding models for inorganic systems, chemistry of ionic compounds, non-metals, transition metal complexes, organometallic and bio-inorganic chemistry. *Prerequisite: 313.*

Mr. Coleman

261 (1) Analytical Chemistry with Laboratory

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. *Prerequisite: 115 or by permission of the instructor.*

Ms. Merritt

306 (1) Seminar

Topic for 1992-93: Atmospheric Chemistry. The chemistry of processes occurring in the troposphere and the stratosphere including photochemical smog formation, ozone depletion and acid deposition. Particular emphasis on social, economic and political issues related to the chemistry and pollution of the atmosphere and to other aspects of the global environment such as water supplies and plant and animal life. The experimental methods for studying atmospheric reactions and global warming will be critically evaluated. Presentation and interpretation of data on atmospheric chemistry in the scientific literature will be compared with that in the mass media. *Prerequisite: Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level or who have permission of the instructor.*

Ms. Merritt

313 (1) (2) Organic Chemistry II with Laboratory

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. *Prerequisite:* 211.

The Staff

319 (1) Selected Topics in Organic Chemistry

Not offered in 1992-93. Offered in 1993-94.

328 (2) Biochemistry II: Chemical Aspects of Metabolism with Laboratory

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids. *Prerequisite:* 228.

Ms. Wolfson

329 (1) Selected Topics in Biochemistry

Not offered in 1992-93. Offered in 1993-94.

333 (2) Physical Chemistry II with Laboratory

Quantum chemistry and spectroscopy. Structure of solids. *Prerequisites:* 231, Physics 108 and Mathematics 205 or Extradepartmental 216.

Mr. Arumainayagam

339 (2) Selected Topics in Physical Chemistry

Crystallography: The study of the properties and structure of molecular crystals. The seminar will concentrate on the use of diffraction methods in the determination of the molecular geometry of small molecules. *Prerequisite:* Chemistry 231 or permission of the instructor.

Mr. Loehlin

349 (1) Selected Topics in Inorganic Chemistry

Not offered in 1992-93—see Chemistry 306. Offered in 1993-94.

350 (1) (2) Research or Individual Study

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

360 (1) (2) Senior Thesis Research

By permission of department. See p. 65, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a

forum for students conducting independent research to present their work to fellow students and faculty.

363 (2) Instrumental Analysis with Laboratory

Instrumental analysis with emphasis on data acquisition and manipulation. Electrochemical, spectroscopic and separation techniques for quantitative analysis. The laboratory will focus on the analysis of materials of environmental and/or biological importance. *Prerequisite:* 261 or by permission of the department.

Ms. Merritt

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Any student who plans to take chemistry beyond 115 or 120 should consult a member of the Chemistry Department faculty. The Department Handbook, available at the department office, Science Center 147, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: Chemistry [113] and 115, or 114 and 115, or 120; 211, 231, 313, and 333; two of the three courses 228, 241 or 261; either (option 1) two additional units of chemistry at the Grade II or Grade III level, at least one of which must include laboratory or (option 2) one additional unit of chemistry at the Grade II or Grade III level and a Grade II unit of Physics with laboratory (excluding 219). Independent study courses (350, 360 and 370) may be counted as one of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. In addition, Mathematics 205 or Extradepartmental 216, and Physics 107 and 108 are required. The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where that major is described. They should also consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of one or more computer languages.

A minor in chemistry (5 units for 120 option, 6 units for [113]/115 or 114/115 option) consists of: Chemistry [113]/115 or 114/115 or 120; 211 and 231; a choice of 228, 241 or 261; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for Chemistry 231 must also be satisfied. Normally no more than 1 unit in Chemistry from another institution may be counted toward the minor.

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Teacher Certification: Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Education Department.

Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports following successful completion of the exemption exam. For non-majors, AP credit in Chemistry does not fulfill the Group C distribution requirement for a laboratory science course.

Chinese

Professor: Ma (Chair¹)

Associate Professor: Lam^{A1} (Chair²)

Assistant Professor: Sung, Trumbull

Lecturer: Yao, Liu

101 (1-2) Elementary Spoken Chinese 2

Chinese 101 and 102 combined form the first-year Chinese course, and must be taken concurrently. Students will receive a total of three units for this combined first-year course: two units of credit for the fall semester of 101, and one unit of credit for the spring semester of 102. *No credit will be given, however, unless both semesters of both 101 and 102 are completed satisfactorily.* Chinese 101 provides an introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Two 70-minute periods plus small drill section to be arranged. *Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.*

Mrs. Yao (1), Mrs. Lam (2), and the Staff

102 (1-2) Basic Chinese Reading and Writing

Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms. Two 70-minute periods. 101 and 102 combined form the first-year Chinese course (see above). *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.*

Mrs. Yao (1), Mrs. Lam (2), and the Staff

105 (1) Master Works of Chinese Literature and Civilization

Introduction to themes central to traditional Chinese civilization through English translations of selected literary, historical and philosophical texts. Readings from the *Book of Songs* (10th-6th centuries B.C.), the *Book of Changes*, the Confucian classics, Taoist literature, Sima Qian's *Records of the Grand Historian*, Chinese mythology, *Romance of the Three Kingdoms*, and Tang dynasty (618-907 A.D.) tales of the supernatural. No previous exposure to Asian culture or knowledge of the Chinese language necessary. *Open to all students. Not offered in 1992-93.*

141 (2) China on Film

West looks East through the camera's eye: a cinematic exploration of Western conception of twentieth-century China. Films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China. Course conducted in English. *Open to all students.*

Mr. Trumbull

151 (1) Advanced Elementary Chinese I

Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building. Three 70-minute periods. *Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect. Students are urged to take 151 in the first semester and 152 in the second in preparation for intermediate work in 251 and 252. No credit will be given for 151 unless 152 is also completed satisfactorily. More advanced students can enroll in 152 only by permission of the department chair.*

Mrs. Liu

152 (2) Advanced Elementary Chinese II

Logical continuation of 151. Three 70-minute periods. Students are urged to take both 151 and 152. At the successful completion of 151 and 152, students will receive one unit of credit for each course. More advanced students can enroll in 152 without having taken 151 by permission of the department chair. Students who have completed 152 satisfactorily should enroll in 251 and 252 for their second year of study.

Mrs. Liu

201 (1-2) Intermediate Chinese Conversation 2

Chinese 201 and 202 combined form the second-year Chinese course, and must be taken concurrently. Students will receive a total of three units of credit: two units for the fall semester of 201, and one unit for the spring semester of 202. *No credit will be given, however, unless both semesters of both 201 and 202 are completed satisfactorily.* The aim of this course is to improve aural understanding and speaking "everyday Chinese" through drills, discussions, listening to cassettes and watching videotapes. Two 70-minute periods and small drill section to be arranged. *Prerequisite: 101 and 102 taken concurrently, or by permission of the instructor. Students who have*

completed 151 and 152 should take 251 and 252. Corequisite: 202.

Mr. Trumbull (1), Ms. Sung (2), and the Staff

202 (1-2) Intermediate Chinese Reading

Objectives of this course are to consolidate the foundations built in Elementary Chinese and to develop sentence structure and vocabulary. The emphasis is on reading simple texts, developing an expository style, writing short answers and essays in response to questions about the text. Two 70-minute periods. 201 and 202 combined form the second year Chinese course and must be taken concurrently (see above). *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: same as for 201. Corequisite: 201.*

Mr. Trumbull (1), Ms. Sung (2), and the Staff

213 (1) Diverse Cultures of China

Exploration of a series of historical topics with focus on cultural development among the major minority groups living in China from the 7th to the 20th century and their place in the patterns and themes of modern China's culture. Classes taught in English. *Open to all students. Not offered in 1992-93.*

241 (2) Chinese Poetry and Drama in Translation

A survey of Chinese literature of classical antiquity with emphasis on works of lyrical nature. Readings will include selections from the *Book of Songs*, elegiac poetry of Qu Yuan and works by the great poets of the Tang and Song dynasties. The course concludes with an introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other world literatures will be encouraged. Classes in English. *Open to all students. Not offered in 1992-93.*

242 (2) Chinese Fiction in Translation

A survey of Chinese narrative literature from the medieval period to the present, including short stories from the T'ang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th-century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English. *Open to all students. Not offered in 1992-93.*

251 (1) Advanced Intermediate Chinese I

Chinese 251 and 252 combined form the second-year Chinese course open to students who have completed 151 and 152. This course moves at a faster pace than 201-202 and is geared for the more advanced intermediate students. Students will receive one unit of credit for each course. *No credit will be given, however, unless both semesters of 251 and 252 are completed satisfactorily. Three 70-minute periods. Prerequisite: Completion of 151 and 152, or by permission of the instructor.*

Mrs. Ma

252 (2) Advanced Intermediate Chinese II

This course is essentially the same as 201 and 202, except that it will move at a faster pace and is geared for the more advanced intermediate students who have completed 251. Three 70-minute periods. 251 and 252 combined form the second year of advanced intermediate Chinese. *No credit will be given for this course, therefore, unless both semesters are completed satisfactorily. Prerequisite: Completion of 251, or by permission of the instructor.*

Mrs. Ma

301 (1) Advanced Chinese I

Advanced training is given in all the language skills, with focus on reading and discussion in Chinese of selections from contemporary Chinese writings on various topics from both Taiwan and Mainland China. 301 and its companion 302 (2) constitute the third year of the Chinese language program for the major in Chinese. Three 70-minute periods. *Prerequisite: 201-202/201(S)-202(S) or 251-252, or permission of the instructor.*

Mrs. Yao

302 (2) Advanced Chinese II

301 and 302 are two one-semester courses, which taken in sequence constitute the third year of the Chinese language program for the Chinese major. Advanced language skills are further developed, but more time is devoted to learning to read various styles of modern Chinese writing. Three 70-minute periods. *Prerequisite: 301/303 or permission of the instructor.*

Mrs. Yao, Mrs. Lam

303 (1) Advanced Chinese Conversation

Course is designed for high-level students who wish to refine their proficiency in Chinese,

enhancing it with specialized functional terminology and modes of expression for specific contexts and situations. Short plays, news broadcasts, and video films will be used in this course. Three 70-minute periods. *Prerequisite: 201-202/201(S)-202(S) or 251-252 or permission of the instructor.*

Mrs. Ma

305 (2) Readings in Expository Writings of People's Republic of China

Readings and discussions in Chinese of selections from People's Republic of China including the works of Mao Zhedong and important issues of various current events and focus on practice in writing and translating skills. Three 70-minute periods. *Prerequisite: 301 and/or 302, or permission of the instructor. Not offered in 1992-93.*

310 (1) Introduction to Literary Chinese

An introduction to the rudimentary components of the literary language (Wen-yen) through readings selected from the basic classical sources in literature, philosophy, and history. Attention will be given to the grammatical differences between Wen-yen and modern Chinese. Classes will be conducted in Chinese. All lessons will be accompanied by tapes. Three 70-minute periods. *Prerequisite: 301, 302 and/or 303, or 305, or permission of the instructor.*

Ms. Sung

311 (2) Readings in Classical Chinese

Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Three 70-minute periods. *Prerequisite: 310 or by permission of the instructor. Not offered in 1992-93.*

312 (2) Readings in Contemporary Developmental Issues of China

Texts from Mainland China and Taiwan chosen to improve reading, discussion, and translation skills. Emphasis on issues of contemporary cultural development as seen in works of scholarship, government publications, and case studies documenting various developmental models. Where applicable, students may translate western studies of Chinese development from English to Chinese and apply their knowledge in comparing socioeconomic and political models. Three 70-minute periods. *Open to students who have taken at least one Grade III course or by permission of the instructor.*

Mrs. Ma

316 (2) Seminar. Chinese Literature in the Twentieth Century

Reading and discussion of modern Chinese literature. Topic will be changed every year so students can select this course repeatedly. Readings will include selections from novels, short stories and poetry as well as critical essays by Chinese and Western critics. Taught in Chinese; the readings will be in Chinese. Two 70-minute periods. *Prerequisite:* 302, 305, 310, 311, or 312, or by permission of the instructor.

Mr. Trumbull

330 (1) Images of Women in Chinese Literature

The development of the image of the female in Chinese literature, especially in popular fiction from the seventeenth century to modern times. Readings from the Ming and Ch'ing short stories, the eighteen-century novel *Hou lou meng* (*The Story of the Stone*), and the works of such twentieth-century writers as Ding Ling and Pai Hsien-yung. *Open to students who have taken one Grade II course in any literature. Taught in English.*

Mr. Trumbull

349 (1) Seminar. Topics in Literary Chinese

Reading and discussion in Chinese of premodern literary writings. This course is conducted in Chinese. Topic will be changed every year so students can elect repeatedly. Two 70-minute periods. *Prerequisite:* 310 or 311 or by permission of the instructor.

Ms. Sung

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Students who are interested in the area of Chinese have two options to consider for a major: 1. Chinese major, mainly working on language and literature; 2. Chinese Studies, Chinese Studies in general with Chinese language proficiency. Although only two years of Chinese language are required for language proficiency, an extensive

language training and ability to read literature in the original are strongly recommended. The individual should consult the chair of the department and the advisor early in the college career.

A major in Chinese language and literature must first complete prerequisite courses Chinese 101-102 or Chinese 151 and 152, or their equivalent. Chinese 101-102 counts as 3 units, 2 in the first semester and 1 in the second, and Chinese 151 and 152 count as 2 units toward the degree. Neither 101-102 nor 151-152 counts towards the major. The major requirements may be met by completing an additional 8 course units as follows: all of Chinese 201-202 (3 units) or 251-252 (2 units), 301 and 302; at least one course from among Chinese 303, 305, 310, 311 and 312; one seminar course—either 316 or 349; and one course taught in English from among Chinese 105, 141, 213, 241, 242 and 330. Students are encouraged to take History 275, 276 and/or Political Science 208 for further background in Chinese culture.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. Students taking 350 are required to use original Chinese source material.

Requirements for a minor in Chinese language and literature may be met by completing a minimum of 5 units, including the following required courses: Chinese 301 and 302; at least two of the following: Chinese 303, 305, 310, 311, 312, 316 and 349; and one course on Chinese literature or culture taught in English from the among the following: Chinese 105, 141, 213, 241, 242 and 330. Students are encouraged to take History 275, 276 or Political Science 208 for further background in Chinese culture.

The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of 3 units may be transferred toward the major. Students wishing to transfer credit should be advised that a minimum of 6 units of course work in the Chinese Department must be completed. Transfer students from other institutions are required to take a placement test administered by the Chinese Department. It is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

Students planning to study abroad must obtain prior consent for their program of study from the Registrar's Office and the Chinese Department chair. Upon returning to Wellesley, students must take a Chinese Department placement test and obtain final approval for transfer of credits from the Department faculty.

Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cohen, Ma*

The major in Chinese Studies is designed for students whose interests are in areas other than language or literature. It requires at least two years of Chinese language training and a minimum of four units from among the courses listed below, at least two of which must be from outside the Chinese Department and at least two of which must be at the 300 level.

Art 248 (1)

Arts of China

Art 337 (2)

Seminar. Chinese Painting

Chinese 105

Master Works of Chinese Literature and Civilization (In English). *Not offered in 1992-93.*

Chinese 141 (2)

China on Film (In English)

Chinese 213

Diverse Cultures of China (In English). *Not offered in 1992-93.*

Chinese 241

Chinese Poetry and Drama in Translation (In English). *Not offered in 1992-93.*

Chinese 242 (2)

Chinese Fiction in Translation (In English). *Not offered in 1992-93.*

Chinese 316 (2)

Seminar. Chinese Literature in the Twentieth Century

Chinese 330 (1)

Images of Women in Chinese literature (In English)

Chinese 349 (1)

Seminar. Topics in Literary Chinese

Economics 239 (2)

The Political Economy of East Asian Development

History 275 (1)

Imperial China

History 276 (2)

China in Revolution

History 346 (1)

China and America: The Evolution of a Troubled Relationship

History 347

The Cultural Revolution in China. *Not offered in 1992-93.*

History 352 (2)

Seminar. Tiananmen as History

Political Science 208

Politics of East Asia. *Not offered in 1992-93.*

Political Science 239 (2)

Political Economy of East Asian Development

Political Science 302

Seminar. Communist Parties and Socialist Societies. *Not offered in 1992-93.*

Political Science 306 (1)

Seminar. Revolutions in the Modern World

Political Science 328 (1)

The Politics of East-West Relations

Religion 108 (1)

Introduction to Asian Religions

Religion 108M (2)

Introduction to Asian Religions

Religion 253

Buddhist Thought and Practice. *Not offered in 1992-93.*

Religion 254

Chinese Thought and Religion. *Not offered in 1992-93.*

Religion 257 (2)

Contemplation and Action

Religion 353 (1)

Seminar. Zen Buddhism

Religion 356

Seminar. Ideal Society in Asian Religions. *Not offered in 1992-93.*

Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: *Lefkowitz*

Students who wish a Classical Civilization Major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which might include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language.

104 (1)(A) Classical Mythology

The religious origins of myth; its treatment in ancient literature; its role as perhaps the most influential legacy of Greek and Roman civilizations. The narrative patterns of ancient myths that continue to determine how male and female lives are described and portrayed in modern literature. Reading from ancient sources in English translation. *Open to all students.*

Mrs. Lefkowitz

115 (2)(A) Women's Life in Greece and Rome

Were the ancient Greeks and Romans misogynists? Did their attitudes set the pattern for discrimination against women in modern European literature and life? Does modern feminist theory help or hinder the investigation of these questions? Reading from ancient historical, religious, medical, and legal documents in English translation. *Open to all students.*

Mrs. Lefkowitz

Classical Civilization 120/Writing 125B (1) (A) Epic Vision in Homer and Vergil

Gods and goddesses, heroes and heroines in Homer's Iliad and Odyssey and in Vergil's Aeneid. The relations between human and divine characters. Reading of the poems in translation and of recent critical essays on the epics. Emphasis on development of writing skills. Course fulfills first year writing requirement, and also counts as unit for Group A distribution requirement and Classical Civilization major. Three meetings. *Open only to first-year students.*

Miss Geffken

229/329 (1)(B¹) Alexander the Great: Psychopath or Philosopher King?

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world

by the age of 33, fused the eastern and western populations of his empire, and became a god. Was Alexander a drunken bisexual murderer or an ascetic philosopher king? This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. This course may be taken either as 229 or, with additional assignments, 329. *Prerequisite: 229, Open to all students; 329, by permission of the instructor. Not offered in 1992-93.*

Mr. Rogers

236/336 (2)(B¹) Greek and Roman Religion

The founders of Western Civilization were not monotheists. Rather, from 1750 BC until AD 500 the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? This course may be taken as either as 236 or, with additional assignments, 336. *Prerequisite: 236, open to all students; 336, by permission of the instructor.*

Mr. Rogers

238 (2) (B¹) Introduction to Greek Archaeology: Case Studies

The *Persens* project is a new database of text and images published on CD-ROM and videodisc which serves as a multimedia interactive library for the study of Classical Greece. Using the resources of this new technology we will examine selected archaeological sites such as Athens, Delphi and Olympia, integrating textual and excavated evidence. We will consider the excavation of the chosen sites as case studies in the history of classical archaeology. *Open to all students. Enrollment limited.*

Ms. Marvin

241 (1)(B¹) Medicine

A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the

cult of the healing god Asklepios, and miracle cures. *Open to all students. Not offered in 1992-93, 1993-94. Offered in 1994-95.*

The Staff

243 (2)(B¹) Roman Law

Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Starr

310 (2)(A) Greek Drama in Translation

Intensive study, in English translation, of tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes and Menander. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models; the role of contemporary psychoanalytic theory in evaluating the social function and structure of drama; the reflection of contemporary social and political issues in drama. *Prerequisite: CLCV 104 or CLCV 236/336 or any literature course in English or a foreign language or by permission of the instructor.*

Ms. Dougherty

345 (1) Selected Topics

Topic for 1992-93: Women, Slaves, Barbarians: the "Other" Athens. How did "the cradle of democracy" accommodate disenfranchised groups? What does it mean to be an Athenian? Selected readings about religious and political institutions in the fifth century. *Prerequisite: any Grade II ancient history or classical civilization course.*

Ms. Dougherty

346 (2) Selected Topics

Topic for 1992-93: the Greek City. The role of the city in the formation and dissemination of Greek civilization. Selected readings about civic life and institutions. *If taken as classical civilization, fulfills the (B¹) distribution requirement. Prerequisite: any Grade II ancient history or classical civilization course.*

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) or (2) Senior Thesis

Prerequisite: 360.

The selections listed below are available for majors in Classical Civilization:

Art 100 (1-2)

Introduction to the History of Art

Art 241

Egyptian Art. *Not offered in 1992-93.*

Art 242 (2)

Greek Art

Art 243

Roman Art. *Not offered in 1992-93.*

Art 334 (1)

Seminar. Issues in Ancient Art and Archaeology

Extradepartmental 200 (1)

Classic Western Texts in Contemporary Perspective

History 100 (1)

Introduction to Western Civilization

History 230

Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1992-93.*

History 231 (2)

History of Rome

Philosophy 101 (1) (2)

Introduction to Philosophy: Plato and Aristotle

Philosophy 310 (2)

Seminar in Ancient Philosophy. Topic for 1992-93: Plato

Religion 104 (1) (2)

Introduction to the Hebrew Bible/Old Testament

Religion 105 (1) (2)

Introduction to the New Testament

Religion 206

Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament. *Not offered in 1992-93.*

Religion 211

Jesus of Nazareth. *Not offered in 1992-93.*

Religion 212

Paul: The Controversies of an Apostle. *Not offered in 1992-93.*

Religion 243 (2)
Women in the Biblical World
Religion 298 (2)
New Testament Greek

Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language (attention is called to the Brandeis exchange program) and take Anthropology 242 which details the emergence of early urban societies in the Near East, Religion 203 which traces their later history, and Egyptian Art (Art 241).

Students should plan for at least one summer of excavation and/or travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students.

Cognitive Science

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy).

Students majoring in cognitive science must take three of the following four courses, although it is strongly recommended that all four courses be taken. In choosing courses students should be aware of prerequisites for core and concentration courses. A minimum of ten courses is required for the major.

Students are urged to consult the MIT Catalogue for additional offerings in the major.

Computer Science 111 (1) (2)
Introduction to Computer Science

Language Studies 114 (1)
Introduction to Linguistics

Philosophy 215 (1)
Philosophy of Mind

Psychology 101 (1) (2)
Introduction to Psychology

In addition, students must take the following three courses:

Computer Science 230 (1) (2)
Data Structures

Psychology 217 (2)
Memory and Cognition

Psychology 330 (2)
Seminar. Cognitive Science

The student must also design a concentration for the major that involves a minimum of four courses, one of which must be at the 300 level. In designing concentrations, students may choose from the following list of electives:

Computer Science 231 (1)
Fundamental Algorithms

Computer Science 232 (1)
Artificial Intelligence

Computer Science 235 (2)
Languages and Automata

Computer Science 249
Topics in Computer Science. *Not offered in 1992-93.*

Computer Science 305
Theory of Algorithms. *Not offered in 1992-93.*

Computer Science 310
Mathematical Foundations of Computer Science. *Not offered in 1992-93.*

Computer Science 332
Topics in Artificial Intelligence. *Not offered in 1992-93.*

Computer Science 333
Computer Models of Natural Language. *Not offered in 1992-93.*

Computer Science 349 (2)
Topics in Computer Science. Topic for 1992-93: Visual processing by computer and biological vision systems

Language Studies 240 (2)
The Sounds of Language

Language Studies 244
Language Form and Meaning. *Not offered 1992-93.*

Language Studies 312 (2)
Bilingualism: An Exploration of Language, Mind and Culture

Language Studies 322
Child Language Acquisition. *Not offered in 1992-93.*

Philosophy 207
Philosophy of Language. *Not offered in 1992-93.*

Philosophy 216 (1) (2)
Logic

Philosophy 256 (2)
Topics in Logic

Philosophy 313
Seminar in Advanced Topics in Metaphysics and Epistemology. *Not offered in 1992-93.*

Philosophy 345 (2)
Seminar. Advanced Topics in Philosophy of Psychology and Social Science. Topic for 1992-93: Consciousness

Philosophy 349 (1) (2)
Seminar. Selected Topics in Philosophy. Topic for Semester 1: Contemporary Analytic Philosophy

(Note: The topics taught in Philosophy 313, 345 and 349 and in Computer Science 349 change

from year to year and will not always be relevant to a cognitive science major. Students should consult with their advisors before including these courses in their concentrations.)

Psychology 205 (1) (2)
Statistics

Psychology 214R (2)
Experimental Research Methods

Psychology 216
Psychology of Language. *Not offered in 1992-93.*

Psychology 218
Sensation and Perception. *Not offered in 1992-93.*

Psychology 219 (1)
Physiological Psychology

Psychology 318 (1)
Seminar. Brain and Behavior

Psychology 319 (2)
Seminar. Psychobiology

Psychology 335 (2)
Seminar. Memory in Natural Contexts

Computer Science

Associate Professor: *Hildreth, Shull (Chair)*

Assistant Professor: *Brisson, Herskovits, Metaxas, Wright*

Lecturer: *Lonske*

Teaching Assistant: *Luke*

110 (1) (2) Computers and Programming

A broad introduction to computers and the art of programming. Students will learn a high-level programming language, and ways to solve problems and implement solutions on a computer. They will also be introduced to the fundamental concepts and applications of computer science. *Open to all students. No prior background with computers or mathematics is expected. Students planning to take more advanced computer science courses should take 111, not 110.*

Mr. Shull

111 (1) (2) Introduction to Computer Science

Introduction to the science of problem-solving and programming. Emphasis is on techniques of algorithm development and programming style. A high-level, block-structured computer programming language is used as a vehicle for that purpose. Topics include: top-down design and stepwise refinement techniques, some searching and sorting algorithms, numerical examples, and applications involving data manipulation. Students will also be required to complete a term project of reasonable complexity. *Open to all students. PASCAL will be taught in 1992-93. Required from students who wish to major in computer science or elect more advanced courses in the field.*

Ms. Hildreth, Mr. Metaxas

230 (1) (2) Data Structures

An introduction to the theory and applications of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, queues, list structures, hashing, and trees; algorithms for searching and sorting, and methods for determining their efficiency. *Prerequisite: 111 or by permission of the instructor.*

Ms. Hildreth, Ms. Lonske

231 (1) Fundamental Algorithms

An introduction to the design and implementation of fundamental algorithms. Divide-and-

conquer, greedy, dynamic programming and backtracking algorithms are covered. Topics include: sorting and searching, graph algorithms, NP-completeness, and parallel programming. *Prerequisite: 230.*

Mr. Shull

232 (1) Artificial Intelligence

Work in Artificial Intelligence (AI) addresses the problem of designing computer systems that possess and acquire knowledge, and can reason with that knowledge. In this course, we will consider various areas within AI, including knowledge representation, problem solving and search, planning, vision, language comprehension and production, and expert systems. As the goal is to attain a realistic and concrete understanding of these problems, we will study CommonLisp, an AI language, and use it to implement algorithms described in class and for the weekly assignments. *Prerequisite: 230 or by permission of the instructor.*

Ms. Herskovits

235 (2) Languages and Automata

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, push-down automata and Turing machines. *Prerequisite: 230, Mathematics 225 or Mathematics 305 (may be concurrent registration).*

Mr. Shull

240 (1) Introduction to Machine Organization with Laboratory

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. The course includes one three-hour laboratory appointment weekly. *Prerequisite: 230.*

Mr. Brisson

241 (2) Operating Systems

A survey of operating systems and computer systems architecture. Topics include device management, file systems, multiprocess environments, and memory management. Additional topics as time permits. *Prerequisite: 240. Not offered in 1992-93.*

249 Topics in Computer Science

Prerequisite: CS230, or by permission of instructor. Not offered in 1992-93.

251 (2) Theory of Programming Languages

An introduction to the theory of the design and implementation of contemporary programming languages. Topics include the study of programming language syntax, comparison of different types of language processors, study of language representations, and comparison of different language styles, including procedural, functional, object oriented, and logic programming languages. *Prerequisite: 230.*

Mr. Metaxas

301 (1) Compiler Design

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Prerequisite: 235; 240. Not offered in 1993-94.*

Mr. Metaxas

305 (2) Theory of Algorithms

A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Prerequisite: 231, Mathematics 225 or Mathematics 305. Not offered in 1992-93.*

307 (1) Introduction to Computer Graphics

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations, raster graphics techniques such as line drawing and filling algorithms, hidden surface and line removal, shading and color models. *Prerequisite: 231. Not offered 1992-1993.*

310 (1) Mathematical Foundations of Computer Science

A survey of topics in mathematical theory of computation. Topics include: Turing machines (including nondeterministic and universal machines), recursive function theory, Church's

thesis, the halting problem and propositional calculus. *Prerequisite:* 235, *Mathematics* 225 or *Mathematics* 305. *Not offered* 1992-93.

332 Topics in Artificial Intelligence

A study of selected research areas of artificial intelligence, with a strong emphasis on the development of AI programming techniques. Topics will include some of the following: vision, spatial reasoning, deductive information retrieval, planning, frame systems, production systems, robotics. Course requirements include a substantial programming project. *Prerequisite:* 232. *Not offered* in 1992-93.

333 Computer Models of Natural Language

Central to the field of Artificial Intelligence is a new approach to the study of ordinary languages like English. We will examine how computer models shed light on the nature of language and communication. Topics include: syntax and parsing; semantics and knowledge representation; semantic analysis; reasoning and language comprehension and production; pragmatics and computer models of discourse. *Prerequisite:* 230 or *permission of the instructor*. *Not offered* in 1992-93.

340 (2) Computer Architecture with Laboratory

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multiprocessor systems and new technologies. The course includes one three-hour digital laboratory appointment weekly. *Prerequisite:* 240. *Not offered* in 1993-94.

Mr. Brisson

349 (2) Topics in Computer Science

Topic for 1993: Visual processing by computer and biological vision systems. An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Assignments will use computer vision software written in CommonLisp or Pascal. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Prerequisite:* 230, 232 or *by permission of the instructor*.

Ms. Hildreth

350 (1)(2) **Research or Individual Study 1 or 2**
Open by permission to juniors and seniors.

360 (1)(2) Senior Thesis Research 1 or 2

By permission of the department. See p. 65, Departmental Honors.

370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Physics 219 (2)

Modern Electronics Laboratory

Directions for Election

Students majoring in computer science must complete 230, 231, 235, 240, two Grade III courses other than 350 or 370, and at least two additional computer science courses. At most one unit of Grade I work (excluding 110) may be counted as part of the required eight courses. Computer related courses at MIT used to meet the eight course requirement must be approved in advance by the department on an individual basis. In addition, all majors in computer science will be expected to complete (1) either *Mathematics* 225 or *Mathematics* 305, and (2) at least one additional course in mathematics at the Grade II or Grade III level. Students are encouraged to complete the Grade II level requirements as early in the major as possible.

The computer science minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, at least two units from 231, 235, or 240, and at least one Grade III level computer science course. This sequence is consistent with course work leading to a cognitive science major. Cognitive science majors may wish to consider a minor in computer science.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect one or more of Computer Science 305, 310 or *Mathematics* 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of Computer Science 301, 340, 350/360 or appropriate courses at MIT.

Economics

Professor: *Case, Goldman, Lindauer (Chair), Matthaei, Morrison, Witte^{A2}*

Associate Professor: *Andrews, Joyce, Nichols^A*

Assistant Professor: *Chang, Kiray, Levine, Reinert, Skeath^A, Velenchik, Zivot*

Instructor: *Doyle, Sliker*

101 (1) (2) Survey of Modern Economics—Microeconomics

102 (1) (2) Survey of Modern Economics—Macroeconomics

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include imposition of price floors and ceilings, income distribution, competition and its regulation, and the performance of particular markets (e.g., oil). 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, and worldwide economic development. *Open to all students.*

The Staff

201 (1) (2) Microeconomic Analysis

Intermediate microeconomic theory: analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology. *Prerequisites: 101, 102 and Math 115.*

Mr. Case, Mr. Levine, Mr. Reinert

202 (1) (2) Macroeconomic Analysis

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth. Analysis of policies to control inflation and unemployment. *Prerequisites: 101, 102 and Math 115.*

Ms. Chang, Ms. Kiray, Mr. Joyce

204 U.S. Economic History

Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the “new” economic history: explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South, the industrial economy and its labor force, the transportation revolution, and government’s role in economic change. *Prerequisites: 101 and 102. Not offered in 1992-93.*

210 (1) Financial Markets

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, foreign lending. *Prerequisite: 101 and 102.*

Mr. Joyce

211 (1) (2) Statistics and Econometrics

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer. *Prerequisite: 101 and 102, or for students who have completed one course and are taking the other, or with instructor’s permission in certain cases.*

Ms. Doyle, Mr. Morrison, Ms. Witte, Mr. Zivot

214 (1) (2) International Economics

An introduction to international economics in theory and practice. Topics to be covered include the gains from trade, commercial policy, foreign exchange markets, balance of payments analysis, international capital flows, and international financial institutions. The first semester offering is designed for *economics majors* and will emphasize theory and modelling, though not exclusively. The second semester offering is designed for *political science and international relations majors*, and will focus on policy development. The case method will be used in both semesters. *Prerequisites: 101 and 102, or permission of instructor.*

Ms. Velenchik

220 (1) Development Economics

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population

growth, income distribution, basic needs, rural development and international trade strategies. *Prerequisite: 101 and 102.*

Mr. Lindauer

225 (2) Urban Economics

Analyses of urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city. *Prerequisite: 101.*

Mr. Case

228 (2) Environmental and Resource Economics

An investigation of the economic aspects of resource and environmental issues. Includes discussion of renewable and non-renewable resources, waste management and recycling, global climate and pollution. Emphasis on using economic analysis to understand how and why resource use over time under unregulated market forces might differ from socially desirable use. Provides case studies and policy analysis. *Prerequisite: 101.*

Ms. Chang

229 Women in the Labor Market

Analysis of the differences in the labor market experiences of men and women. Three major questions will be addressed: (1) Why do women earn less than men? (2) Why is the occupational distribution of men and women so different? (3) What is comparable worth and what effects would it have on the labor market if introduced? *Prerequisite: 101. Not offered in 1992-93.*

230 Contemporary Economic Issues

A course applying introductory micro and/or macroeconomic analysis to problems of current policy interest. *Prerequisite: 101.*

Topic for 1993-94: Health Economics

Analysis of resource allocation decisions in the provision of health care. Issues to be studied will include: health personnel training, regulation, and allocations; medical malpractice; health insurance markets; non-profit vs. for-profit hospitals; HMOs, PPOs, and IPAs; prospective payment systems and other cost containment initiatives; technology assessment; variations in medical practice; the social dilemmas of AIDS. *Prerequisite: 101.*

234 (1) Government Policy: Its Effect on the Marketplace

The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets. *Prerequisite: 101.*

Mr. Andrews

239, 240 Analysis of Foreign Economies

An economic study of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure, and economic problems.

239 (2) The Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning vs. the market; the political issues to be considered include ideology, authoritarianism, democratization and the role of the state. The course emphasizes the lessons for economic growth, social equality and political change provided by the East Asian experience. This is the same course as Political Science 239. Students may register for either Economics 239 or Political Science 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Economics 239C). *Prerequisite: Economics 101 or 102 or by permission of the instructors. Not open to students who have taken 218.*

Mr. Lindauer and Mr. Joseph

240 (2) The Russian Economy

A look at the economy of prerevolutionary Russia, New Economic Program, Collectivization, and Five Year Plans. Why has central planning been counterproductive; why did Gorbachev's remedies not solve the problem? What are Yeltsin's chances of success? What does this experiment tell us about economic theory? *Prerequisites: 101 and 102.*

Mr. Goldman

243 Race and Gender in U.S. Economic History

Study of conservative, liberal and radical economic theories of gender and race inequality. Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Historical topics include Native American economies before and after the European invasion, the economics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, and the segmentation of labor markets by gender and race-ethnicity. *Prerequisite: 101. Not offered in 1992-93.*

249 (2) Seminar. Political Economy

Study of radical political economists' critiques of U.S. capitalism, and their bases in Marxist, feminist, and anti-racist theories. Radical economists' analyses of the collapse of communism in the Soviet Union and Eastern Europe. Proposals for radical economic restructuring in the U.S., including market and participatory socialism. *Prerequisite: 101 or 102, or by permission of the instructor.*

Ms. Matthaei

301 (1) Comparative Economic Systems

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S., China, and Russia. *Prerequisite: 201 or 202.*

Mr. Goldman

305 Industrial Organization

A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, regulation, and antitrust policy attempts to improve industrial performance. *Prerequisites: 201 and 211. Not offered in 1992-93. Offered in 1993-94.*

310 (1) Public Finance

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs. *Prerequisite: 201.*

Mr. Case

313 International Macroeconomics

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates. *Prerequisite: 202. Not offered in 1992-93.*

314 (2) International Trade Theory

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include: the role of scale economies, the political economy of protectionism and strategic trade policy. *Prerequisite: 201.*

Mr. Reinert

315 History of Economic Thought

Study of the history of economic theory over the last 250 years, through reading of the original texts. Focus on the development and interaction of two opposed views of the market economy—Classical/Marxian and Neo-classical. Analysis of the topics of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom, sexual and racial inequality, and the environment. Student debates on selected issues and search for a middle ground. *Prerequisite: 201 or 202. Not offered in 1992-93.*

316 Modern Economic History

Economic development and structural change from the Great Depression to the present. Economic policy in war and peace. International cooperation and division. Economic crises and economic theory. *Prerequisite: 202. Not offered in 1992-93.*

317 (1) Economic Modeling and Econometrics

Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem solving and the application of techniques to actual data. Computers will be utilized. *Prerequisite: 211, and either 201 or 202, and one other economics course.*

Mr. Zivot

320 (2) Seminar. Economic Development

International and macroeconomic issues of the less developed countries. Topics covered include: theories of growth and development through import substitution and export promotion; the foreign exchange constraint, foreign investment and the debt problem; inflation, short-term stabilization policies and income distribution. *Prerequisite: 201 or 202.*

Ms. Kiray

325 (1) Law and Economics

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law. *Prerequisite: 201.*

Ms. Witte

329 (2) Seminar. Labor Economics

Inquiry into the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Specific topics include an analysis of the wage gap between men and women, the effects of immigration on the U.S. labor market, the effects of labor unions. Recent applied economic research on these and other topics will be introduced. *Prerequisite: 201 and 211.*

Mr. Levine

330 Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology.

Topic A: (2) Finance Theory and Applications

An introduction to financial economics in theory and in practice. Emphasis will be on using the techniques of finance to solve real world problems. Topics include basic asset valuation techniques, the capital asset pricing model and the arbitrage pricing model, capital budgeting, market efficiency, dividend policy and capital structure, the term structure of interest rates and option pricing. *Prerequisites: 201 and 211.*

Mr. Zivot

Topic B: (2) The Wealth of Nations

An Introduction to Economic Growth The study of economic growth and policies to promote long term growth in market economies. Two central questions: (1) How have economists conceived of the process of economic growth? and (2) How are the visions of economists translated into actual policymaking? We will take a guided tour through various theories, as well as study the role of institutional structure and state policy in shaping the economic growth of the U.S., Japan, Brazil, and some Western European countries. *Prerequisites: 201 and 202.*

Mr. Andrews

331 (2) Seminar. Monetary Theory and Policy

The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, monetary autonomy in an open economy, the money supply process, and current procedures in the U.S. and other nations. *Prerequisite: 202 and 211.*

Mr. Joyce

340 Advanced Analysis of Foreign Economies

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure and economic problems.

Topic A: (1) Seminar. The New Europe: 1992 and Beyond

Analysis of full economic integration within the European Community. Implications of 1992 EC reforms for the international economy. Topics include factor flows, monetary unification, regional variation, and extra-Community relations. *Prerequisites: 201, 202, and 211.*

Mr. Morrison

Topic B: (1) Seminar. The Economies of Africa

This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include: the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization. *Prerequisites:* 201 and 211.

Ms. Velenchik

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions within a structured analytical framework.

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit. Any student who plans to take economics after 101 and 102 should consult a department advisor.

An economics major must include 101, 102, 201, 202, 211, two Grade III courses, and at least one other course. The department encourages students to take more than two Grade III courses. 201, 202, and 211 should ordinarily be taken at Wellesley; permission to take these courses else-

where must be obtained in advance from the department's Transfer Credit Advisor. Also, an economics major must take more than half of her Grade III economics units at Wellesley; permission for an exception must be obtained in advance from the Chair.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is central to the discipline and literature of mainstream economics. We therefore require Math 115 or equivalent for all 201 and 202 sections, and thus for the major in economics. We encourage students to consult a departmental advisor about whether more mathematics courses might be desirable.

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, etc. The minor consists of: 101, 102 and 211, plus 2 additional 200 level units, excluding 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts, especially history, sociology, and political science.

Education

Professor: *Brenzel (Chair)*

Assistant Professor: *Beatty, Hawes*

Associate in Education: *Akeson, Avots, Beevers, Contompasis, Cousens, DeLetis, Grodberg, Hayes, Ivasca, McCowan, Spicer, Whitbeck*

102/ Writing 125D (1) (B¹) Education in Philosophical Perspective

Reflective inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and culture, schooling and society. Readings both classical (e.g. Plato, Dewey, DuBois) and contemporary. Open to all first-year students, this course both satisfies the Writing 125 requirement and counts as a unit for the Group B distribution requirement and the Education minor. Includes a third session each week.

Mr. Hawes

102M (2) (B¹) Education in Philosophical Perspective

Reflective inquiry into ideas and problems of: learning and teaching, educational aims and values, curriculum and culture, schooling and society. Readings both classical (e.g. Plato, Dewey, DuBois) and contemporary. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students.*

Mr. Hawes

212 (1) (B¹) History of American Education

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of educational institutions, their role in socializing and stratifying the young, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining its frequently conflicting policies and purposes, especially in the late nineteenth and twentieth centuries. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification. *Open to all students.*

Ms. Brenzel

214 (2) (B¹⁻²) Youth, Culture, and Student Activism in Twentieth-Century America

Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups. *Open to all students.*

Ms. Brenzel

216 (2) (B²) Education, Society, and Social Policy

An examination and analysis of educational policies in a social context. The justification, formulation, implementation, and evaluation of these policies will be studied with emphasis on issues such as inequality; desegregation; tracking; parental choice; and bilingual, special, and pre-school education. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students.*

Ms. Beatty

220 (1) (2) Observation and Fieldwork

Observation and fieldwork in educational settings. This course may serve to complete the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required. *Open only to students who plan to student teach and by permission of the instructor. Prerequisite: 300. Mandatory credit/noncredit.*

Mr. Hawes

300 (1) Educational Theory, Curriculum, Evaluation, and Instruction

An examination of the major theories underlying what is taught in schools. The course focuses on the relation of curriculum to intellectual development, and learning, as well as on curriculum development, instruction, testing, and evaluation. Special additional laboratory periods for teaching presentations will be scheduled. Relevant field placement will be available and is required for teacher certification. *By permission only. Students must apply for admission by April 1st. Required for teacher certification. Prerequisite: 102, 212 or 216.*

Ms. Beatty

302 (2) Seminar. Methods and Materials of Teaching

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. *Open only to students doing student teaching. Required for teacher certification. Prerequisite: 300 and at least one of 102, 212, or 216, and by permission of the department.*

Ms. Beatty, Mr. Hawes

303 (2) Practicum—Curriculum and Supervised Teaching

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week. *Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken. Corequisite: 302.*

Ms. Beatty, Mr. Hawes, and Staff

306 (1) (B^{1,2}) Seminar. Women, Education, and Work

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical, sociological, and public policy point of view. We will study the relationships between societal institutions and the intersections among women's lives, the family, education, and work. *Offered in 1992-93. Not offered in 1993-94.*

Ms. Brenzel

308 (1) Seminar. Foreign Language Methodology

A course in the pedagogical methods of foreign languages intended to apply to any foreign language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of foreign-language teaching. *By permission of instructor.*

Ms. Renjilian-Burgy

312 (1) (B¹) Seminar. History of Child Rearing and the Family

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds. *Open to juniors and seniors without prerequisite. Not offered in 1992-93. Offered in 1993-94.*

Ms. Brenzel

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

Cross-Listed Courses

For Credit

Psychology 207 (1) (2)
Developmental Psychology

Psychology 208
Adolescence. *Not offered in 1992-93.*

Psychology 248 (2)
Psychology of Teaching, Learning, and Motivation

Directions for Election

With the exception of Education 300, 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12) or elementary (grades 1-6) teachers should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Generally, the program requires students to take specific courses within their teaching fields (or, for elementary education, in psychology and education, including a course on the teaching of reading at Brandeis University), and five or six courses (two of which are the student teaching practicum and accompanying seminar, Education 303 and 302).

Required:

Education 102 or 212 or 216; 300, 302 and 303; Psychology 207 or 208 or MIT 9.85; and, for Elementary Education only, ED350 Independent Study in Elementary Education and ED107A Teaching of Elementary Reading (offered at Brandeis University).

In addition, teacher certification requires that three courses taken prior to student teaching include field experience. The department has arranged field experiences that students may take in conjunction with three groups of courses: Education 102 or 212 or 216; Psychology 207 or 208 or MIT 9.85; and Education 300. Students enrolled in ED303 Practicum may register for Education 220, but are not required to do so. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department as early as possible.

Certification in Massachusetts is recognized by many other states.

A minor for students seeking teacher certification (5 or 6 units) consists of: (A) 102 or 212 or 216; (B) Psychology 207 or 208 or MIT 9.85 with permission of the department, and (C) 300, 302, and 303. For students seeking elementary certification a 350 is also required. A minor for students in educational studies consists of five courses chosen from: 102, 212, 214, 216, 306, and 312. Psychology 207, 208, or 248 may be substituted for one of these courses, and at least one 300 level course must be included.

For admission to ED300, ED302, and ED303, students must apply and be formally admitted to the teacher certification program. Applications are available in the Education Department.

English

Professor Emeritus: *Ferry*

Professor: *Garis*^{A2}, *Finkelppearl*, *Bidart*^A, *Sabin*, *Cain*, *Harman (Chair*²), *Peltason (Chair*¹)^{A2}

Associate Professor: *Tyler*, *Rosenwald*, *Lynch*

Assistant Professor: *Shetley*, *Sides*, *Levine*, *Reinert*, *Webb*, *Meyer*^A, *Brogan*, *Cezair-Thompson*, *Mikalachki*, *Cooper*, *Hickey*

Lecturer: *Stubbs*

112 (1) Introduction to Shakespeare

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. *Open to all students. Especially recommended to nonmajors.*

Mr. Shetley

113 (1) Reading Fiction

An introduction to the critical reading of novels and short stories. Readings will include both English and American texts as well as some works in translation. *Open to all students. Especially recommended to nonmajors.*

Mr. Peltason

114 (1) Race, Class, and Gender in Literature

Topic for 1992-93: Women Writers of Empire. This course examines works written by women who have been observers, perpetrators, and victims in the drama of colonization. We will focus on issues of race and gender, European attitudes towards the "native" and "wildlife," and we will look at a variety of genres—autobiography, journals, travelogues and novels. Jean Rhys, Isak Dinesen, Doris Lessing, among others. *Open to all students. Especially recommended to nonmajors.*

Ms. Cezair-Thompson

120 (1) (2) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of poems. In 1992-93 four sections of Writing 125 also satisfy the English 120 requirement. For a description of these sections, see The Writing Program in this catalog. *Open to all students, but primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year. Not open to students who have taken 101, the former version of this course.*

The Staff

125 (1) (2)

This course satisfies the college-wide writing requirement. In 1992-93 four sections of Writing 125 also satisfy the English 120 requirement. For a description of these and of other sections taught by members of the English Department, see The Writing Program in this catalog. Students interested in participating as tutors or tutees in a special tutorial section of 125 should see Ms. Stubbs or their class dean.

200 (1) (2) Intermediate Expository Writing

Practice in writing and revising expository essays. Frequent class discussion of work in progress, emphasizing the process of developing ideas and refining them in words on paper. Assigned readings, fiction and non-fiction, provide texts for a variety of writing assignments. May be elected by transfer and Continuing Education students to satisfy the writing requirement. *Mandatory credit/noncredit Semester I.*

Ms. Stubbs, Mr. Cain

202 (1) Poetry

The writing of short lyrics and the study of the art and craft of poetry. *Open to all students; enrollment limited to 18. Mandatory credit/non credit.*

Mr. Shetley

203 (1) (2) Short Narrative

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Open to all students; enrollment limited to 18.*

Ms. Sides, Ms. Levine

211 Medieval Literature

Medieval English literature, focusing on the major literary forms of the late medieval period. A study of allegory and romance narrative, poetic conventions like the dream, and the influence of changing social conditions and a changing idiom on poetic practice. Works will include, for example, *Sir Gawain and the Green Knight*, *The Lover's Confession*, *Piers Plowman*, and selected secular and religious lyrics. *Open to all students. Not offered in 1992-93.*

213 (1) Chaucer

An introduction to Chaucer's poetry, to Middle English, and to medieval culture through readings in The Canterbury Tales and selected shorter poems. *Open to all students.*

Ms. Lynch

216 (1) (2) English Survey

High medieval to early twentieth century (from Margery Kempe to Virginia Woolf). Emphasis on discussion, the development of critical skills, and a sense of historical period. *Students who have not taken Semester I may take Semester II with permission of the instructor. Students who take both semesters of English 216 satisfy the English 120 requirement.*

Ms. Mikalachki

222 Renaissance Literature

A survey of 16th-century literature with an emphasis on poetry in its lyric, dramatic and epic forms. In addition to lyric poems spanning the century, two non-Shakespearean plays, and epic poems by Spenser (a book of *The Faerie Queene*) and Marlowe (*Hero and Leander*), the course will include prose fiction (Nashe's *The Unfortunate Traveller*) and some expository prose (Sidney's *Defence of Poetry* and something from Bacon's essays). *Open to all students. Not offered in 1992-93.*

223 (1) Shakespeare Part I: The Elizabethan Period

Plays written between 1591 and 1603, for example: Richard II, Henry IV, *A Midsummer Night's Dream*, *Twelfth Night*, *Julius Caesar*, *Hamlet*, *Troilus and Cressida*. *Prerequisite: 120.*

Mr. Finkelpearl, Ms. Levine

224 (2) Shakespeare Part II: The Jacobean Period

Plays written between 1603 and 1611, for example: *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *The Winter's Tale*, *The Tempest*. *Prerequisite: 120.*

Mr. Finkelpearl

225 (1) Seventeenth-Century Literature

Major themes and structures in the poetry and prose of Bacon, Jonson, Donne, Herbert, Browne, Bunyan, Marvell. *Open to all students.*

Ms. Mikalachki

227 (1) Milton

A study of Milton's English poetry and selected prose, along with the great critical controversies about him. *Open to all students.*

Mr. Tyler

234 (1) Eighteenth-Century Literature

A study of a number of great characteristic texts of the period, investigating especially the establishment of formative social and natural orders in the language of these texts, and also the impulse to subvert, deny, or disintegrate these orders. Texts from the poetry, prose, or plays of such writers as Locke, Congreve, Dryden, Pope, Swift, Johnson, Goldsmith, Burke, Gibbon, Blake, and Cowper. *Open to all students.*

Mr. Ferry

241 (1) Romantic Poetry

Study of a selection of poems, and some prose, by the chief Romantic poets: Blake, Wordsworth, Coleridge, Shelley, and Keats. *Open to all students.*

Ms. Hickey

245 (2) Victorian Literature

Poetry, fiction, and social criticism by Tennyson, Browning, D.G. Rossetti, Christina Rossetti, Mill, Carlyle, Ruskin, Arnold, Hardy, and Hopkins. *Open to all students.*

Ms. Hickey

251 (2) Modern Poetry

Twentieth-century poetry, emphasizing the sources and achievements of the modernist revolution. Poets to be studied may include Eliot, Stevens, Williams, Moore, Bishop, Lowell, and Plath. *Open to all students.*

Ms. Brogan

255 (2) Modern British Literature

A survey of 20th-century British literature of all genres, focusing especially on later material. Writers to be studied may include Shaw, Orwell, Auden, Thomas, Beckett, Hughes, Spark, Amis, Stoppard, Larkin, Heaney, Carter, Winterson. *Open to all students.*

Ms. Webb

261 (2) The Beginnings of American Literature

A study of how American literature and the idea of America came into being, looking at literary texts in their social, historical, and intellectual contexts. Major authors: Rowlandson, Edwards, Franklin, Rowson, Irving, Cooper, Poe. *Open to all students.*

Mr. Rosenwald

262 (1) The American Renaissance

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Stowe, Douglass. *Open to all students.*

Mr. Cain

266 (1) (2) Early Modern American Literature

Study of major American writers from the Civil War to the 1920's. Twain, Crane, James, Dreiser, Wharton, Hemingway, Faulkner, Kate Chopin, Charlotte Perkins Gilman, Charles Chesnutt, Anzia Yezierska, Fitzgerald. *Open to all students.*

Mr. Cooper, Mr. Reinert, Mr. Cain

267 (1) (2) Late Modern and Contemporary American Literature

American poetry and prose from World War II to the present. Among the writers likely to be studied are Mailer, Morrison, Baldwin, Pynchon, Styron, Lowell, Bellow, Bishop, Nabokov, Ellison, Alice Walker, and others. *Open to all students.*

Ms. Brogan, Mr. Shetley

271 The Rise of the Novel

The 18th-century English novel. Writers likely to be studied include: Defoe, Richardson, Fielding, Sterne, Jane Austen. *Open to all students. Not open to students who have taken 271, History of the English Novel I. Not offered in 1992-93.*

272 (1) (2) The Victorian Novel

Writers likely to be studied include Mary Shelley, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, Thomas Hardy, Henry James. *Open to all students. Not open to students who have taken 272, History of the English Novel II.*

Ms. Harman, Mrs. Sabin

273 (2) The Modern British Novel

Writers likely to be studied include E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Christina Stead, Doris Lessing, Salman Rushdie, A.S. Byatt. *Open to all students. Not open to students who have taken 273, History of the English Novel III.*

Ms. Webb

301 (2) Advanced Writing/Fiction

Attention to short story writing, autobiography, and the transition from both to developing a long project. Class will revolve primarily around discussion of student work. *Open by permission of the instructor.*

Ms. Levine

302 (2) Advanced Writing/Poetry

Intensive practice in the writing of poetry. *Prerequisite: 202 or permission of the instructor.*

Mr. Tyler

315 (1) Advanced Studies in Medieval Literature

Topic for 1992-93: The "Exotic" East in Medieval Literature. Study of the representation of the "East"—Asia, Arabia, Africa—in medieval literature, both English and continental. Treatment of romance, epic, travel literature, and mixed genres. *Prerequisite: same as for 320.*

Ms. Lynch

320 (2) Literary Cross-Currents

Topic for 1992-93: Translation and English Literature. A study of literary translation in England and America. First, an introduction to translation theory; then studies of Elizabethan translation, Augustan translation, and modernist translation. Readings drawn from the work of William Tyndale, John Dryden, Alexander Pope, Samuel Johnson, Ezra Pound, Walter Benjamin, Benjamin Whorf, H.D., and Christopher Logue. Opportunity for both critical and creative work. *Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.*

Mr. Rosenwald

324 Advanced Studies in Shakespeare

Prerequisite: same as for 320. Not offered in 1992-93.

325 (2) Advanced Studies in Sixteenth- and Seventeenth-Century Literature

Topic for 1992-93: Women, Sexuality, and their representation in the Renaissance. In addition to literary texts by Shakespeare, Spenser, and Marlowe we shall consider debates over the nature of the female body, chastity, homosexuality and the

rhetoric of witchcraft as they appear in historical texts from and theoretical texts about the period. *Prerequisite: same as for 320.*

Ms. Levine

335 (2) Advanced Studies in Restoration and Eighteenth-Century Literature

Topic for 1992-93: Avoiding Revolution: English from Dryden to Burke. Study of the incubation of Anglo-American conservatism in the hundred years between the Bloodless Revolution of 1688 and the French Revolution of 1789. Poems, speeches, diaries, tracts, plays, and slander by Dryden, Addison, Steele, Rochester, Pope, Swift, Dr. Johnson, Smart, Hume, Burke. *Prerequisite: same as for 320.*

Mr. Tyler

345 (2) Advanced Studies in Nineteenth-Century Literature

Topic for 1992-93: Romantic Collaborations. An examination of Romantic poetry with particular emphasis on the vexed relations of influence, collaboration, love, friendship, aversion, and rejection that went into forming what we now think of as a literary "movement." Principle readings in William Wordsworth, Dorothy Wordsworth, Coleridge, Charles and Mary Lamb, Mary Shelley, Percy Bysshe Shelley, Byron, and Keats. *Prerequisite: same as for 320.*

Ms. Hickey

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

355 (1) Advanced Studies in Twentieth-Century Literature

Topic for 1992-93: Rewriting the Self: Fictions of Female Identity. We shall explore the evolution of self-definition in modern British fictions by women about women's lives, examining their subversion of traditional female plots. Authors to be studied may include Woolf, Mansfield, Lehmann, Spark, Drabble, Byatt, Carter, Winterson. *Prerequisite: same as for 320.*

Ms. Webb

360 (1) (2) Senior Thesis Research 1 or 2

By permission of the Chair. See p. 65, Departmental Honors.

363 (1) Advanced Studies in American Literature

Topic for 1992-93: The Literature of Anti-Slavery and Abolition. An inter-disciplinary examination of important speeches, essays, autobiographies, narratives, and testimonies written by those active in the anti-slavery and abolitionist movements. The reading list will include Emerson, Thoreau, Douglass, Garrison, Parker, Stowe, Phillips, Lincoln. This course will require a long research paper. *Prerequisite: same as for 320. This course has been designated a seminar for 1992-93. Enrollment is limited to 15.*

Mr. Cain

364 (1) Race and Ethnicity in American Literature

Topic for 1992-93: Ghosts and Cultural Identity in American Literature. An investigation of the ways in which American writers envision their cultural inheritance and define a literary voice through the imagining of ghostly predecessors. Readings may include works by Isaac Bashevis Singer, Louise Erdrich, William Faulkner, William Kennedy, Maxine Hong Kingston, Toni Morrison, Gloria Naylor, and August Wilson. *Prerequisite: same as for 320.*

Ms. Brogan

370 (1) (2) Senior Thesis

Prerequisite: 360.

382 (1) Criticism

A survey of major developments in literary theory and criticism since the 1930's. Discussion will focus on important new perspectives—including deconstruction, Marxism, and Feminism—and crucial individual theorists—including Derrida, Lukacs, de Man, and Irigaray. *Prerequisite: same as for 320.*

Mr. Reinert

383 (2) Women In Literature, Culture, and Society

Topic for 1992-93: The Private/Public Dilemma. An exploration of the meaning of private and public experience in writing by and about 19th- and early 20th-century Englishwomen. Essays by Mill, Ruskin, Engels, and others. Readings in periodical literature and parliamentary debates on the "woman question." Novels by Gaskell,

Brontë, Eliot, James, Gissing, and others. *Prerequisite: same as for 320. This course has been designated a seminar for 1992-93. Enrollment is limited to 15.*

Ms. Harman

384 (1) Literature and Empire

Topic for 1992-93: Indian Writing in English. Study of selected writings in English by authors of Indian origin. Attention will be devoted to the historical factors of emigration, Partition, and the Indian diaspora and to the complicated status of English as an Indian literary language. Writers likely to be studied include: Gandhi, Nirad Chaudhuri, Raja Rao, G.V. Desani, R.K. Narayan, Ruth Praver Jhabvala, Anita Desai, Salman Rushdie. *Prerequisite: same as for 320.*

Mrs. Sabin

385 (1) Advanced Studies in a Genre

Topic for 1992-93: Ibsen and Chekhov. Close reading of the major plays. Special attention to the shape of these playwrights' careers. *Prerequisite: same as for 320.*

Mr. Garis

387 (2) Authors

Topic for 1992-93: The Life and Works of Thomas Hardy (1840-1928). This course focusses on the poetry and fiction of Hardy, drawing attention to Hardy's unique place in both the Victorian and Modern traditions. Among works to be read: *Far From the Madding Crowd*, *Jude the Obscure*, *Tess of the D'Urbervilles* and the *Collected Poems*. *Prerequisite: same as for 320.*

Ms. Cezair-Thompson

Cross-Listed Courses

For Credit

Africana Studies 150 b (1)(A)

Black Autobiography

Africana Studies 150 c (A)

The Harlem Renaissance. *Not offered in 1992-93.*

Africana Studies 201 (2)(A)

The Afro-American Literary Tradition

Africana Studies 211 (A)

Introduction to African Literature. *Not offered in 1992-93.*

Africana Studies 212 (2)(A)

Black Women Writers

Africana Studies 234 (A)

Introduction to West Indian Literature. *Not offered in 1992-93.*

Africana Studies 266 (A)

Black Drama. *Not offered in 1992-93.*

Africana Studies 310 (A)

Seminar. Black Literature. *Not offered in 1992-93.*

Africana Studies 335 (A)

Women Writers of the English-Speaking Caribbean. *Not offered in 1992-93.*

American Studies 101 (1)

Introduction to American Studies

Classical Civilization 104 (1)

Classical Mythology (*credit given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later*)

Classical Civilization 310 (2)

Greek Drama in Translation (*credit given toward the major for members of class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later*)

Extrdepartmental 200 (1)

Classic Western Texts in Contemporary Perspective

Extrdepartmental 232 (2)

New Literatures: Lesbian and Gay Writing in America

Italian 263 (1)

Dante (in English) (*credit given toward the major for members of class of '96 and subsequent classes*)

Medieval/Renaissance Studies 247 (2)

Arthurian Legends

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading. Critical Interpretation (English 120; formerly English 101) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit towards the major for AP courses taken in high school. First-year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first-year students in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

For the Classes of '93, '94, and '95: The English-major consists of a minimum of eight courses, six of which must be in literature. At least four of the literature courses must be above Grade I and at least two at the Grade III level. (n.b. *For the class of '96 and subsequent classes, and for Davis Scholars entering the College in September 1992 or later, the English major consists of a minimum of ten courses, eight of which must be in literature. At least five of the latter courses must be above Grade I and at least two at the Grade III level.*)

Neither Writing 125 nor English 200 may be counted toward the major—except that courses designated 125/120 *do* satisfy the English 120 requirement as well as the Writing 125 requirement and will count as a unit toward the fulfillment of the major. At least six of the courses for the major must be taken at Wellesley, including the two required Grade III level courses. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III level courses for the major.

All students majoring in English must take Critical Interpretation (120; formerly 101), at least one course in Shakespeare (at the Grade II level), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800. (n.b. *Cross-listed courses may not be used to satisfy these distribution requirements, with the exception of Medieval-Renaissance 247, which does satisfy the pre-1800 requirement for members of the classes of '93, '94, and '95. English 112, English 223 and English 224 do not satisfy this distribution requirement.*) The two required Grade III level courses must be in literature. Students who have had work equivalent to 120 at the college level may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of 5 units: (A) 120 and (B) at least 1 unit on literature written before 1900 and (C) at least one 300 level unit, excluding 350 and (D) at least 4 units, including the 300 level course, taken at Wellesley; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is open to all students who want to improve their skills in writing expository essays. Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial.

English 200 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer and Continuing Education students. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing, and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

Teacher Certification: Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Department of Education.

Experimental Courses

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. An experimental program in Technology Studies is described on p. 229. In addition, for 1992-93 the following experimental course will be offered:

113 (2) The Craft of Jazz Improvisation

A study in the elements of Jazz. Recordings, live performance, and class participation projects will familiarize students with rhythmic, harmonic, melodic, and formal structures. Of particular interest will be the relationship between structure and improvisation. Students with an instrumental background will be encouraged to participate in class performance. Two class meetings per week. *Open to all students. Students with no formal (music) background may be admitted by permission of the instructor.*

Mr. Barringer

Extrdepartmental

The following section includes several separate courses of interest to students in various disciplines.

121 (2) Into the Ocean World: Marine Studies Seminar

This comprehensive interdisciplinary course examines the sea's complexity and the far-reaching consequences of our interactions with it. The teaching team is composed of specialists in the sciences, social sciences, humanities and arts, each with an interest in marine issues and each with a commitment to bridging the gaps between disciplines and between abstractions and reality. The course themes are as broad as the ocean and there is a close look at Boston Harbor, a first step into the ocean world for those of us in this area. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative, Harold Andrews.*

123 (2) Water: Values, Resource Protection and the Future

Water has shaped our planet, our history, our economy, our culture. How we manage it will shape our future. This course will look at water from scientific, historical and political viewpoints and will examine contemporary water problems. The Boston metropolitan area's water supply system will be used as a case study. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative, Harold Andrews.*

124 (2) Marine Mammals: Biology and Conservation

An introduction to the biology and natural history of marine mammals, with particular emphasis on whales, dolphins and seals of the western North Atlantic. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation issues. "Hands-on" activities include laboratory work and a marine mammal survey on Massachusetts Bay. Offered by the Massachusetts Bay Marine Studies Consortium. Open to two students by permission of the Consortium representative, Harold Andrews. *Prerequisite: college-level biology.*

126 (2) The Maritime History of New England

The sea has shaped New England. This course will survey the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments, and there will be particular attention to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from New England's past. Classes will include visits to museums, a field session at a maritime archaeology site, and guest lectures on current research projects. Offered by the Massachusetts Bay Marine Studies Consortium. *No prerequisites. Open to two students by permission of the Consortium representative, Harold Andrews.*

127 (2) Geography and Politics

An introduction to political geography and critical thinking in the social sciences. Explores three historical cases when some politically relevant geographic knowledge seemed to disappear: the loss of Ptolemy's scientific geography in the Medieval Christian and Islamic worlds, Europe's reconstruction of Africa as an "unknown" continent between 1500 and 1800, and the abandonment of geography by many American schools and universities after the second world war. Investigates hypotheses about these cases by making and critically evaluating maps using the geographic concepts at issue. Helps students both overcome the consequences of poor training in geography and become familiar with the use and abuse of maps by political scientists and public policy makers. *Open to all students. Preference given to first-year students.*

Mr. Murphy

200 (1) (A) Classic Western Texts in Contemporary Perspective

A study of some of the most important literary texts in the western tradition, from ancient Greece to the end of the Middle Ages. Among the texts: *The Tale of Gilgamesh*, Homer's *Odyssey*, the poems of Sappho, one or two plays by Sophocles, Aristophanes' *Lysistrata*, Plato's *Republic*, Vergil's *Aeneid*, Augustine's *Confessions*, poems by Arnaut Daniel and Walther von der Vogelweide, Dante's *Inferno*, and Christine de Pisan's *The Book of the City of Ladies*. Discussion aimed at understanding these texts on their own terms and also at asking whether and how they can still matter to us; special attention to all the means by which later artists make these texts new, among them translation, theatricalization, and rewriting. *Open to all students.*

Mr. Rosemvald

216 (1) (C) Mathematics for the Physical Sciences

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques. *Prerequisite: Mathematics 116 or 120, and Physics 104 or 107.*

Ms. Hu

223 (2) (B) Women in Science

An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some prominent women scientists. Consideration will be given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science. *Not offered in 1992-93.*

Ms. Chaplin

232 (2) (A) New Literatures: Lesbian and Gay Writing in America

Fiction, autobiography, and poetry by lesbian and gay writers primarily from the post-Liberation period, including Dorothy Allison, Judy Grahn, Audre Lorde, Joan Nestle, Robert Ferro, Andrew Holleran, David Levitt, and Edmund White. Special attention will be given to the aesthetic and political issues raised by redefinitions of sexual identity. *Open to all students.*

Mr. Cooper

330 (1) (A) Seminar. Comparative Literature.

Redefining Realism: Lovers and Housewives
This seminar will stress comparative close readings of selected nineteenth-century novels and short stories from British, French, Italian, Russian, German and Spanish literature that have been traditionally characterized as "realist." We will work towards an understanding of the term realism, in light of current literary theory and we will address such issues as the nature of reality represented in nineteenth-century fiction, the stylistic qualities of the prose, and issues of gender such as sexuality and marriage. *Prerequisite: two grade II literature courses or by permission of the Instructor.*

Mr. Bon

First-Year Cluster Program

Co-Directors: Merry and Vega

The First-Year Cluster Program, begun in 1984, offers first-year students an alternative format in which to study traditional materials of the liberal arts curriculum. One purpose of the format is to help students develop more readily and fully a sense of the relationship between the materials and methods of several different disciplines. The format is also intended to increase opportunities for shared studies with other students and with faculty and to enhance skills in the writing and presenting of papers. Faculty members from different departments teach the Cluster courses, and student enrollment is limited to a maximum of 75 first-year students.

The topic of the First-Year Cluster changes each year. It is described fully in a Cluster brochure available from the Board of Admission or the Committee on Curriculum and Instruction. The 1992-1993 Cluster, for members of the class of 1996, is "Gendered Selves: Biology, Culture, Ethnicity." It explores the creation of selves as gendered, examining the interplay of ethnicity, culture and biology in the formation of the self during growth and maturation. Despite an ideology that gender differences are rooted in biological imperatives, we will see how the focus on particular biological traits as determinative is itself shaped by cultural factors. A central question concerns the symbiotic relationship between the visual and literary depiction of the gendered self and the cultural/biological realities that give rise to these depictions. The Cluster Program emphasizes the linkages between gender and ethnicity in the formation of identities. Through autobiographical accounts and other literary, artistic, and social scientific approaches we will explore the gradual process of establishing or coming to terms with a gendered self in a society structured by concepts of ethnicity and polarized notions of gender and sexual preference. We will consider whether adopting a modal as opposed to a dichotomous concept of gender offers a more accurate notion of play of sexual and gender identities in the modern world.

The special format of the First-Year Cluster is described in the Cluster brochure. Briefly, the Cluster Program takes up three of the student's eight courses in her first year. In her fall term, each student takes two of the Specialty courses offered by the Cluster faculty. These specialty

courses meet distribution requirements in the area of the instructor of each course. In the spring, each cluster student enrolls in a section of XWRIT 125 that will be staffed by the Cluster faculty.

XWRIT 125 (2) Cluster Writing

Special section of the regular College writing course, Writing 125. The Cluster sections of Writing 125 meet the College writing requirement while taking their materials from the subject matter of the Cluster. *Required of all Cluster members. Maximum enrollment 16.*

The Cluster Faculty

XANTH The Cultural Creation of Gender Identities

Taking a cross-cultural, anthropological approach, this course explores variations in gender identities in societies ranging from small-scale hunters and gatherers to complex urban societies. It examines the significance of different systems of kinship, economic arrangements, religion, ideology, and marriage practices for the formation of gender identities. Studies of cross-cultural comparisons are used to examine the linkage between gendered identities and biological characteristics. We will also analyze the linkage between gender and ethnicity in the United States and in other societies.

Ms. Merry

XART Are You in the Picture?

Strictly speaking, we see ourselves largely as culture chooses to picture us, and all pictures exclude or distort, to some degree, in the interest of the culture that produces them. Is "one picture worth a thousand words?": the immediacy of visual imagery renders it a powerful instrument for maintaining, reinforcing, and, often most subtly, refining a culture's norms of gender and ethnicity. The supremely mimetic character of the Western pictorial tradition has lent all the more force to this pervasive manipulation. Especially today, living in a world in which communication, both within and among cultures, is increasingly dominated by visual media originating in the Western tradition, we need to study carefully how and why we "get the picture". Primary sources will include painting, sculpture, photography, advertising images, video and film.

Mr. Rhodes

XBISC Gender Differences: Lessons from Primate Behavior

Both science and popular culture are intricately woven of fact and fiction concerning gender differences. By examining gender differences in primate and other animal behavior, we will begin to tear apart gender-based myths from facts. We will explore the biological mechanisms of some gender-based behaviors including the genetic, hormonal and environmental factors that shape these behaviors. Additionally, we will examine how gender bias has shaped what we observe and how we interpret modern primatology.

Ms. Berger-Sweeney

XPSYC The Development of Gender Identity and Roles

This course will examine current theory and research on the psychology of gender, with a particular focus on the development of gender identity and roles. A variety of contemporary theories will be critically analyzed including sociobiology, psychoanalysis, and relational theory. Empirical bases for claims about gender differences in aggression, nurturance, sexuality, mental health and mortality, among others, will be discussed. In addition, we will examine biases in the development of theory and consider how our culture's values and structure tend to promote particular theoretical perspectives, whether or not they are supported by empirical evidence.

Ms. Carli

XSOC Gender: Power, Identity, and Social Change in America

This course takes a sociological perspective on the construction in various American institutions from the workplace to the home. Through this institutional approach, we will examine power and inequality between men and women. As we study the construction of gender and its intersections with ethnicity and race, we will explore our own identities as women. The course will conclude with a discussion of utopian visions and the possibilities for social change for women in the 21st century.

Ms. Hertz

XSPAN Inscribing the Sexual Self

The depiction of the sexual nature of the self constitutes an important feature of several autobiographies. Beginning with Augustine's *Confessions*, we will examine the ways in which the autobiography confronts, rejects, sublimates, or celebrates the sexual self. We will also explore how, particularly in more recent autobiographical literature, the author "discovers" his or her sexual self, deals with his or her sexual preference, and, in several cases, call attention to the intersection between ethnicity and sexuality. Discussion will also address the autobiography as literary genre and the changing boundaries of this mode.

Mr. Vega

XWOST Who Am I? Understanding the Process of Identity Development

The psychological construct of identity is a fluid concept. It is an ever-changing process developing over time, affected by internal as well as external factors. By examining the experiences which influence our ethnic, sexual, gender, and cultural identities, we will come to a better understanding of the process of identity development. We will explore these identity issues through essays, poetry, novels, and keeping our own journals. The readings will cover writings from different ethnic groups but will have a particular focus upon ethnic, sexual, and gender identity development among Asian American women. We will also look at how Third World Feminism differs from the traditional (white) Women's Movement.

Ms. Chan

French

Professor: Galand, Mistacco, Gillain, Lydgate^A, Respaut (Chair)

Associate Professor: Grimaud^{A2}, Levitt, Raffy

Assistant Professor: Tranvouez^A, Masson^A, Murdoch, Datta

Instructor: Detwiller, Lemettais, Crouzières

Lecturer: Egron-Sparrow, Nielsen

All courses are conducted in French. Oral expression and composition are stressed.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to live at the *Maison française* and to spend their junior year in France on the Wellesley-in-Aix program or another approved program. See p. 63.

101-102 (1-2) Beginning French 2

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to students who do not present French for admission or by permission.*

Ms. Egron-Sparrow, Ms. Nielsen, Ms. Lemettais

201-202 (1-2) Intermediate French 2

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series *French in Action*. Weekly audiovisual presentations. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Not open to students who have taken [121-122], [131-132], or [141-142]. Prerequisite: 102 or by permission.*

Mr. Murdoch, Ms. Detwiller, Ms. Egron-Sparrow, Ms. Crouzières

203-204 (1-2) The Language and Culture of Modern France 2

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and

oral practice. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite:* CEEB score of 560 or an equivalent Departmental Placement score. Not open to students who have taken [141-142].

Ms. Mistacco, Ms. Levitt, Ms. Datta

206 (1) (2) Intermediate Spoken French

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. *Prerequisite:* 202 [132] or 204 [142], acceleration from 201 [131] or 203 [141], a CEEB score of 610 or an equivalent Departmental Placement score, or an AP score of 3.

Ms. Gillain, Ms. Raffy, Ms. Egron-Sparrow

207 (1) French Society Today

Contemporary problems and attitudes in today's France. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading. *Prerequisite:* 202 [132] or 204 [142], acceleration from 201 [131] or 203 [141], a CEEB score of 610 or an equivalent Departmental Placement score, or an AP score of 3. Not open to students who have taken [205].

Ms. Datta

208 (2) Women and the Literary Tradition

An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing. *Prerequisite:* 202 [132], 204 [142], acceleration from 201 [131] or 203 [141], a CEEB score of 610 or an equivalent Departmental Placement score, or an AP score of 3. Not open to students who have taken [200].

Ms. Mistacco

209 (1) French Literature and Culture Through the Centuries I

From the Middle Ages through Classicism. Class discussion of selected masterpieces. Short papers, outside reading, slides. *Prerequisite:* 202 [132] or 204 [142], acceleration from 201 [131] or 203 [141], a CEEB score of 610 or an equivalent Departmental Placement score, or an AP score of 3. Not open to students who have taken [201]. Not offered in 1992-93.

210 (1) French Literature and Culture Through the Centuries II

From the 18th to the 20th century: Montesquieu, Beaumarchais, Balzac, Flaubert, Camus, and Camara Laye. Short papers. *Prerequisite:* 202 [132] or 204 [142], acceleration from 201 [131] or 203 [141], a CEEB score of 610 or an equivalent Departmental Placement score, or an AP score of 3. Not open to students who have taken [202].

Mr. Murdoch

212 (1) Studies in the Middle Ages and Renaissance

Prerequisite: 204 [142], acceleration from 203 [141], a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5. Not offered in 1992-93. Offered in 1993-94.

Mr. Lydgate

213 (1) French Drama in the Twentieth Century

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theatre of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. *Prerequisite:* 204 [142], acceleration from 203 [141], a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5. Not offered in 1992-93. Offered in 1993-94.

Ms. Masson

214 (2) The French Novel in the Nineteenth Century

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, and Zola, with special attention to the social and political contexts of sexual desire. *Prerequisite:* 204 [142], acceleration from 203 [141], a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.

Ms. Raffy

215 (1) Baudelaire and Symbolist Poets

The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue. *Prerequisite:* 204 [142], acceleration from 203 [141], a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.

Mr. Galand

219 (1) Love/Death

This course investigates the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the themes of love and death are related to story structure, narration, and the dynamics of reading. *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.*

Ms. Respaut

222 (1) (2) Studies in Language I

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas. *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.*

Mr. Grimaud, Ms. Lemettais, Ms. Detwiller

223 (1) Studies in Language II

Skills in literary analysis and appreciation are developed through the close study of short stories, poems, and plays. Techniques of expression in French essay writing, including practice in composition and vocabulary consolidation are emphasized. *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.*

Ms. Raffy

226 (1) Advanced Spoken French

Practice in oral expression to improve fluency and pronunciation with special attention to phonetics and idiomatic vocabulary. In addition to recordings, videotapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language laboratory. *Not open to first year students. Not recommended for students who have studied in France. Prerequisite:* One Grade II unit, above and excluding 206.

Ms. Gillain

230 (2) Paris: City of Light

A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today. *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5. Not offered in 1992-93.*

Ms. Raffy

240 (1) French Cinema

A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Resnais, Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Cocteau, Bresson). *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5. Not offered in 1992-93. Offered in 1993-94.*

Ms. Gillain

250 (2) The French Press

Reading and study of current newspaper and magazine articles as well as video. Analysis of cartoons, comic strips, and advertisements. Ideological, sociological and stylistic differences are stressed. Systematic comparison with the American Press. Intensive practice in conversation and composition. Oral and written reports. *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.*

Ms. Datta

259 (1) (2) Selected Topics

Topic a: Literature and Cinema (Fall). Analysis of films adapted from novels or short stories. The course will contrast the techniques of fiction in literary texts and in their filmic translations. It will focus on the different ways the two media introduce and conclude a story, develop plot and character, express time and subjectivity. As a final project, students are encouraged to write an original script based on a short story. *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.*

Ms. Gillain

Topic b: French Short Stories (Spring). This course will study a wide range of short texts from the rough and comic *fabliaux* of the Middle Ages to the most modern Michel Tournier and Pierrette Fleutiaux's deconstructions of fairy tales. *Prerequisite:* 204 [142], *acceleration from* 203 [141], *a CEEB score of 650 or an equivalent Departmental Placement score, or an AP score of 4 or 5.*

Ms. Raffy

301 (1) Advanced Studies in the Middle Ages and Renaissance

Literary Creation in the Sixteenth Century: Forms, Reforms, and Revolutions. The recovery and reinterpretation of ancient culture in the context of a medieval culture in decline: humanism, mysticism, the advent of the printed book, religious reform and counter-reform, skepticism. Effects of these forces on major writers and on the literary beginnings their works reflect: Rabelais and the birth of the novel; Montaigne and the origins of autobiography; love poetry reoriented with Ronsard; a tradition of women's writing established by Louise Labé and Marguerite de Navarre. *Prerequisite:* Two Grade II units, including one in literature (212 or above). Not offered in 1992-93.

Mr. Lydgate

303 (1) Advanced Studies in the Seventeenth and Eighteenth Centuries

Not offered in 1992-93.

304 (2) The French Novel in the Eighteenth Century

"A New Revolution": Challenges to the Canon of the Eighteenth-Century Novel. Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Mme de Tencin, Mme de Graffigny, Mme Riccoboni, Rousseau, Diderot, Laclos, Mme de Charrière. *Prerequisite:* Two Grade II units, including one in literature (212 or above). Not offered in 1992-93.

Ms. Mistacco

305 Advanced Studies in the Nineteenth Century

From Novel to Autobiography: Self-knowledge and Self-representation in Nineteenth-century

Literary Works. Focus on autobiography as a literary genre and its links with neighboring textual forms (biography, diary, autobiographical novel). The problems of narration within autobiographical texts. Works by Balzac, Stendhal, Chateaubriand, Musset, Fromentin, and Sand. *Prerequisite:* Two Grade II units, including one in literature (212 or above). Not offered in 1992-93.

Ms. Tranvouez

306 (2) Literature and Ideology in the Twentieth Century

Ideological purpose and literary form in selected works of Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet. *Prerequisite:* Two Grade II units, including one in literature (212 or above).

Mr. Galand

307 (1) French Poetry in the Twentieth Century

The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with OULIPO and Tel Quel are also included. *Prerequisite:* Two Grade II units, including one in literature (212 or above).

Mr. Galand

308 (1) Advanced Studies in Language I

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages. *Prerequisite:* Two Grade II units. Not open to students who have taken 309. Open to Seniors only, or by permission of the instructor.

Mr. Grimaud

309 (2) Advanced Studies in Language II

Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts. *Prerequisite:* Two Grade II units. Not open to students who have taken 308. Open to Seniors only, or by permission of the instructor.

Mr. Galand

314 (1) Cinema

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical

approaches: biographical, historical, formal, and psychoanalytical. *Prerequisite: Two Grade II units. Not offered in 1992-93.*

Ms. Gillain

318 (1) Modern Fiction

The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and developments in the arts and film. Authors include Andr  Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras. *Prerequisite: Two Grade II units, including one in literature (212 or above).*

Ms. Mistacco

319 (2) Women, Language, and Literary Expression

Topic a: Subversion and Creativity: 20th-Century Women Writers in France. Selected texts by Colette, Beauvoir, Duras, Leduc, Chawaf and Wittig, with emphasis on the transformations in thinking about women in recent decades and the correspondingly explosive forms of writing by women in their search for a new language. *Prerequisite: Two Grade II units, including one in literature (212 or above).*

Ms. Respaut

Topic b: Difference. Fiction by 20th century women writers in France. Challenges to the institution of literature, to bourgeois ideology, and to male discourse in texts by Beauvoir, Colette, Rochefort, Cardinal, Chawaf, Duras, Wittig. The creative possibilities and risks involved in equating the feminine with difference. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1992-93.*

Ms. Mistacco

321 (1) Seminar

Topic a: Duras: A study of Marguerite Duras' literary and film production centering on her poetics of the Other and her practice of * criture f minine*. Figures of alterity ranging from social outcasts, madwomen, and criminals to that incarnation par excellence of otherness, woman, will be examined in connection with Duras' subversion of sexual, familial, social, literary and cinematic conventions. Analysis of representative novels, films, short stories, and plays. Readings from interviews, autobiographical texts, and articles. *Prerequisite: Two Grade II units, includ-*

ing one in literature (212 or above). Not offered in 1992-93.

Ms. Mistacco

Topic b: Women and the Stage: Representations of Women in Nineteenth and Twentieth-Century French Drama. A study of trends in the representation of women in plays written by both men and women. *Prerequisite: Two Grade II units, including one in literature (212 or above). Not offered in 1992-93. Offered in 1993-94.*

Ms. Masson

330 (2) French and Francophone Studies

Questions of Identity in Post-Colonial Writing. An introduction to some of the Third World literatures of French expression: West Africa, North Africa, and the Caribbean. A study of the attempt to define the essence of the francophone experience and identity through literary discourse. *Prerequisite: Two Grade II units, including one in literature (212 or above).*

Mr. Murdoch

349 (1) Studies in Culture and Criticism

Topic a: Proper Names and Politeness. A sociolinguistic study of the nature and historical development of personal names as cultural and linguistic systems in French. Using novels, film, and newspapers, we study the role of pronouns (the "tu / vous" distinction), kinship names, and various other forms of naming (nicknames, titles, first, middle, last names, terms of endearment). *Prerequisite: Two Grade II units. Not offered in 1992-93.*

Mr. Grimaud

Topic b: The Dreyfus Affair in French Politics, Society, and Culture. An interdisciplinary course which places the Dreyfus Affair within the context of French history and culture. We examine the social and political effects of the Affair, including its role as a catalyst for the collective involvement of intellectuals in the national arena. The course also studies the rich and varied representations of the Affair in literature, the graphic and plastic arts, and film. *Prerequisite: Two Grade II units.*

Ms. Datta

350 (1) (2) Research or Individual Study 1 or 2

Prerequisite: Two Grade II units.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of Department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Grade I: Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chair of the Department during the second semester of their first year. Course 203-204 [141-142] may not be elected by students who have taken both 101-102 and 201-202 [131-132]. A student may not count toward the major both 201-202 [131-132] and 203-204 [141-142]; or both 206 and 226.

Acceleration to Grade II: Students who achieve a final grade of A or A- in 201 [131] may, on the recommendation of their instructor, accelerate to courses 204 [142] through 210 [202]. Students who achieve a final grade of A or A- in 203 [141] may accelerate to any Grade II course.

Students achieving a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 203 [141]. Students who accelerate from French 201 [131] or 203 [141] receive one unit of credit for 201 or 203 *and* satisfy Wellesley's foreign language requirement upon successful completion of their second semester's work at Grade II.

Majors: Majors are required to complete the following courses or their equivalents: either 222 or 223 and either 308 or 309. In some cases 226 may also be required. The goals of a coherent program are: (a) Oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Graduate Studies: Students planning graduate work in French or comparative literature should write a 370 honors thesis and study a second modern language and Latin.

Comparative Literature: Extradepartmental course 330, a seminar in comparative literature, does not count for the major in French or French Studies but is recommended to all students of literature.

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the French consultant, Vicki Mistacco, and the Chair of the Department of Education.

Teaching Assistant Program in a French "Lycée": Each year the Department selects at least two French majors interested in the teaching profession to teach in a French high school.

French Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Murdoch*

The major in French Studies offers students the opportunity to achieve oral and written linguistic competence as well as a good knowledge of France or francophone countries through a study of their history, literature, arts, and thought.

Students work with two advisors, one from French and one from their other area of specialization. Programs of study are subject to the approval of the Director of French Studies.

Requirements: For the major, at least four units in French above the Grade I level are required. Of these, at least one shall be at the Grade III level, and at least one chosen from among the following: French 222, 223, 308, 309. All courses above French 102 may be counted toward the major in French Studies, except that French 201-202 [131-132] and 203-204 [141-142] may not both be counted, and only one course in each of the following pairs of related courses may be counted: French 206 and 226; French 308 and 309.

For the major in French Studies, two or more courses shall be elected from the following:

Art 202 (1)
Medieval Representational Arts

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 219 (1)
Nineteenth-Century Art

Art 223
The Decorative Arts. *Not offered in 1992-93.*

Art 226
History of Photography. *Not offered in 1992-93.*

Art 234
Paris: Capital of the Nineteenth Century. *Not offered in 1992-93.*

Art 312 (2)
Seminar. Problems in Nineteenth-Century Art

History 236 (1)
The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

History 237
Modern European Culture: The Nineteenth and Twentieth Centuries. *Not offered in 1992-93.*

History 242 (1)
France in the Splendid Century

History 243 (2)
The Enlightenment, the French Revolution, and Napoleon

History 244 (2)
History of Modern France, 1815-Present

History 330
Seminar. Medieval Heroes and Heroines. *Not offered in 1992-93.*

History 338 (1)
Seminar. European Resistance Movements in World War II

History 361
Seminar. Crisis and Renovation: Comparative Themes in the History of France and Britain, 1930-80. *Not offered in 1992-93.*

Language Studies 237
History and Structure of the Romance Languages. *Not offered in 1992-93.*

For these courses, students are expected to write their main paper(s) on a French topic. At the discretion of the Director, after consultation with the course instructor, research or individual study (350) may be approved, as may such other courses as: Art 224 (Modern Art); Art 228 (19th and 20th-Century Architecture); Art 250 (From Giotto to the Art of the Courts: Italy and France 1300-1420); Art 332 (Seminar. The Thirteenth-Century King as Patron); History 237 (Modern European Culture: the 19th and 20th Centuries); Philosophy 200 (Modern Sources of Contemporary Philosophy); Philosophy 223 (Phenomenology and Existentialism); Political Science 205 (Politics of Western Europe); Political Science 222 (Comparative Foreign Policies).

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the French consultant, Vicki Mistacco, and the Chair of the Department of Education.

Geology

Professor: *Andrews, Thompson (Chair)*

Associate Professor: *Besancon*

Laboratory Instructor: *Nadakavukaren*

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

100 (1) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory. *Open to all students.*

Mr. Andrews

102 (1) (2) Introduction to Geology with Laboratory

An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps. *Open to all students.*

The Staff

200 (2) The Earth and Life through Time with Laboratory

The geologic history of North America and the evolution of life as revealed in the fossil record. Includes discussion of ancient environments, tectonic evolution of mountain ranges, origin and extinction of life forms. Laboratory and field trip. *Prerequisite: 102 or by permission of the instructor.*

Mr. Andrews

202 (1) Mineralogy with Laboratory

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory. *Prerequisite: 102 or by permission of the instructor.*

Mr. Besancon

204 (1) Catastrophes and Extinctions

An examination of mass extinctions in the history of life. Topics covered will include: evolution and the fossil record, gradual change and catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. *Prerequisite: 102 or by permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Mr. Andrews

206 (1) Structural Geology with Laboratory

Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Thompson

207 (2) Earth Resources

An introduction to the formation and location of geological resources. Energy resources, metals, fertilizers, building materials, water, and soil are considered. Environmental impact is discussed. No laboratory. *Prerequisite: 102 or by permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Mr. Besancon

249 (1) Topics in Environmental Geology

Prerequisite: 102 or by permission of the instructor. Offered in 1992-93. Not offered in 1993-94.

The Staff

304 (2) Stratigraphy and Sedimentation with Laboratory

Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Prerequisite: 202. Not offered in 1992-93. Offered in 1993-94.*

Ms. Thompson

305 (1) Paleontology with Laboratory

The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Prerequisite: 200 or by permission of the instructor. Offered in 1992-93. Not offered in 1993-94.*

Mr. Andrews

308 (2) Plate Tectonics

An examination of the geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces. *Prerequisite: 206. Not offered in 1992-93. Offered in 1993-94.*

Ms. Thompson

309 (2) Petrology with Laboratory

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Prerequisite: 202. Offered in 1992-93. Not offered in 1993-94.*

Mr. Besancon

314 (2) North America: A Tale of Two Seacoasts

The evolution of North America in terms of plate tectonic processes presently operating on the "passive" Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. *Prerequisite: 200 or by permission of the instructor. Offered in 1992-93. Not offered in 1993-94.*

Ms. Thompson

349 (2) Seminar. Selected Topics in Geology

Topics and prerequisites to be determined. *Open to qualified students. Not offered in 1992-93 or 1993-94.*

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

In addition to eight units in geology, normally to include 200, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.051 and 12.052 offered in alternate years by MIT or a summer geology field course offered by another college.

A minor in geology (5 units) consists of: (A) 102 and (B) 2 units in one of the three following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 206, 308 or III. (Petrology) 202, 309, and 304 and (C) 2 additional 200 or 300 level units.

German

Professor: *Goth, Ward (Chair), Hansen*

Associate Professor: *Kruse*

Assistant Professor: *Leventhal*

Director of Wellesley-in-Konstanz Program:

Ursula Dreher

Because the language of instruction above the 100 level is almost exclusively German, students have constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Upon recommendation of the instructor and approval of the Head of the Department, students may proceed from 201 to 212 at mid-year.

Qualified students are encouraged to spend the junior year in Germany on the Wellesley-in-Konstanz program or an approved non-Wellesley program.

101-102 (1-2) Beginning German 2

An introduction to contemporary German. Comprehensive introduction to basic grammar with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading and writing. Regular use of language lab. Video and computer assignments. Topics from contemporary culture in German-speaking countries. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Ms. Leventhal, Mr. Hansen (1-2)

German 120/ Writing 125 (2) Views of Berlin

From the brilliant cultural metropolis of the 1920s to the current "post-wall" period, the city of Berlin will provide the vantage point for a survey of seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the "German Question" and the special status of Berlin within it. Written work will include a research assignment tailored to individual interests. *Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the German Studies major. Includes an extra session each week. Not offered in 1992-93.*

Ms. Ward

201-202 (1-2) Intermediate German 2

Review of grammar and practice in all language skills with special emphasis on idiomatic usage. First semester: thorough grammar review, practice in classroom and language laboratory, readings on contemporary cultural topics. Second semester: extensive composition practice. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Students who have an A or A- in 201 may be advised to enter 212 at mid-year. Prerequisite: one to two admission units and placement exam, or German 101-102 [100].*

Ms. Leventhal

211-212 (1-2) Studies in Language and Culture 2

Discussion of literary and other cultural texts from the period 1888 to the present with emphasis on autobiographical writing. Thorough grammar review. Stress on vocabulary building, oral practice, as well as self-expression through writing. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: two to three admission units and placement exam, or permission of the department. Permission will be based on a high grade in [100]. One may not enter 211-212 after completing 201-202 [102-103].*

Ms. Ward (1-2)

231 (1) Advanced Grammar and Writing Skills

Designed for students with at least four semesters of language training. Major goal of course is to improve grammar as well as idiomatic communication at the advanced level. Assignments will progress in sophistication from summarizing ideas or reporting experience (including conventions of letter-writing), to composing logically-argued essays. A longer modern novel, Max Frisch's *Homo Faber* will be read. *Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency. Prerequisite: 201-202 [102-103], or 211-212 [104-105], or placement examination.*

Mr. Hansen

260 (2) Critical Interpretation: Epochs, Genres and Methods

An introduction to the study of German literature. Designed to develop skills in critical interpretation through close readings of texts that represent the main literary genres: epic, dramatic and lyric. The survey of lyric poetry will provide

a chronological overview of the most important epochs of German literature. We will explore a variety of critical methods. Three periods. *Required for the majors in German Language and Literature and in German Studies. Prerequisite: 200 [231] or by permission of the department. Not open to students who have taken either [202, 203, or 205].*

Ms. Ward

265 (1) Clashing Myths in German Culture (in English)

Mythology from the Classical and Norse traditions as a subject of inquiry in modern German thought and as thematic material in literature, opera, philosophy, psychology and social thought. Includes theories of myth, some classical myths, a study of specific Norse myths, myth in Wagner, Nietzsche, Freud, Jung, Hesse, and Thomas Mann. Will include listening to two German operas. All texts read in English. *Open to all students. Not offered in 1992-93.*

Mr. Hansen

273 (1) Berlin in the Twenties

The capital of Berlin during the Weimar Republic as the center of German cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avantgarde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture. *Prerequisite: 231 [200] or by permission of the instructor. Not offered in 1992-93.*

Ms. Ward

274 (2) Postwar German Culture

A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German. *Prerequisite: 231 [200] or by permission of the instructor. Not offered in 1992-93.*

Mr. Hansen

275 (2) Kafka and Mann (in English)

The course will explore a selection of major works by two literary giants of the twentieth century, Franz Kafka (1883-1924) and Thomas Mann (1875-1955). Texts will include one novel and several short works by each. Lectures, discussions, reading and writing in English. Stu-

dents who wish to receive credit toward the major in German Language and Literature should inform the instructors and write their papers in German. *Open to all students.*

Mr. Hansen and Mr. Kruse

277 (1) Romanticism

The impact of Romantic thought on literature and society from the late eighteenth through the mid-nineteenth century. Emphasis on lyric poetry and short prose forms including fairytales, novellas, fragments, letters. Attention to the special role of women in the German Romantic movement and their impact on both literary and social forms. Themes to be considered: discovery of the unconscious, fantasy, androgyny, "Geselligkeit". *Prerequisite: 260 [205] or permission of the instructor.*

Ms. Ward

278 (2) Literature and Film

Twentieth-century narrative texts—from Thomas Mann's *Der Tod in Venedig* to Peter Schneider's *Der Mauerspringer*—are examined in conjunction with their film counterparts. Text and film will be analyzed and discussed in their historical, political and cultural context. We shall explore the comparative problems of textual and visual narrative as artistic representations of reality. *Prerequisite: 260 [205] or permission of the instructor. Not offered 1992-93.*

Mr. Kruse

280 (2) The German Drama from the Eighteenth Century to the Present

Texts will focus on the changing image of woman in German drama from the Enlightenment to the present. Writers to be discussed: Lessing, Goethe, Kleist, Hebbel, Brecht, Dürrenmatt. *Prerequisite: 260 [205] or by permission of the instructor. Not offered 1992-93.*

Ms. Goth

287 (1) German Short Prose (Märchen and Novelle)

A survey of short prose masterpieces from the 19th through the 20th centuries. Texts chosen demonstrate the aesthetic and social concerns of representative writers from major literary-historical periods (Romanticism, Realism, Naturalism, Turn-of-the-Century, Expressionism, post-War). Emphasis on the development of the *Novelle* genre and techniques of literary interpretation. *Prerequisite: 260 [205] or permission of the instructor. Not offered 1992-93.*

Mr. Hansen

325 (1) Goethe

Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works. *Prerequisite*: 260 [205] and one other Grade II unit above 260 [205] or permission of the instructor. Not offered in 1992-93. Offered in 1993-94.

Mr. Kruse

329 (1) Eighteenth-Century Literature: Enlightenment, Storm and Stress, Classicism

Works in several genres reflecting historical developments as well as the complexity of socio-political and psychological concerns. Special emphasis on the relationship between the individual versus state authority. Major writers: Kant, Lessing, Goethe, Schiller. Complementary essays on German culture and politics by Thomas Mann will shed light on these many-sided problems. *Prerequisite*: 260 [205], and one other Grade II unit above 260 [205] or by permission of the instructor.

Ms. Goth

349 (2) Seminar. From Brecht to Dürrenmatt

Sociological, political and psychological trends in modern drama, prose and poetry as reflected in the works of the two writers. *Prerequisite*: one Grade III unit or by permission of the instructor.

Ms. Goth

350 (1) (2) Research or Individual Study, 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

German 101-102 [100] is counted toward the degree but not toward the major. Intermediate level courses 201-202 [102-103] and 211-212 [104-105], are not ordinarily counted toward the major. Students who begin with intermediate-level work and wish to major may be encouraged at mid-year to advance from 201 [102] to 212 [105]. Majors in German Language and Literature are required to take 231 [200] or its equivalent, 260 [205] (waived for students who have had [202] or [203]), at least one course chosen from those above 260 [205] including courses in English; either 325 [304] or 329 [305] (offered in alternate years) and at least one seminar (349).

Courses in art, music, philosophy, German history, English, and literature courses in other foreign languages are also recommended as supplements to the major.

German Studies

AN INTERDEPARTMENTAL MAJOR

Director: Ward

The major in German Studies is designed to provide the student with knowledge and understanding of the culture of Germany, Austria and Switzerland by acquiring proficiency in the German language and through the study of the literature, history, philosophy, music and art of these countries.

German Studies is an interdisciplinary major that offers students an alternative to the major in German Language and Literature. A student may construct her program individually from various courses devoted to some aspect of German culture offered by several departments. Students choose two major advisors, one from German and one from an allied field in another department. Programs must be approved by the German Department.

To ensure competence in the language, a minimum of 4 units above the intermediate level must be taken in the German Department. Of these 231 [200], 260 [205] (waived for students who have had [202] or [203]) and two other courses above 260 [205] are required. Only one of these two may be in English. German 120/ Writing 125 may be counted as the course in English. A seminar (349) is highly recommended. A 350 may not be substituted for the fourth unit. To give the major an historical base, one course in German history is required, whether or not that is the allied field. The major must include at least two Grade III units.

Electives may include additional courses taught in English in the German Department or any courses from the following. It is strongly recommended that two courses be drawn from a single allied field.

Art 224 (1)
Modern Art

Art 311 (1)
Northern European Painting and Printmaking

History 217
The Making of European Jewry 1085-1815. *Not offered in 1992-93.*

History 218 (1)
Jews in the Modern World, 1815-Present

History 236 (1)
The Emergence of Modern European Culture:
The Seventeenth and Eighteenth Centuries

History 237
Modern European Culture: The Nineteenth and Twentieth Centuries. *Not offered 1992-93.*

History 245
Germany in the Twentieth Century. *Not offered 1992-93. Offered in 1993-94.*

History 334 (2)
Seminar. European Cultural History

History 338 (1)
Seminar. European Resistance Movements in World War II

History 367
Seminar. Jewish Ethnicity and Citizenship. *Not offered 1992-93. Offered in 1993-94.*

Music 319 (1)
Seminar. The Nineteenth Century. Topic for 1992-93: Brahms: His Music, Life and Times

Philosophy 223
Phenomenology and Existentialism. *Not offered 1992-93.*

Philosophy 300 (1)
Seminar in Modern Philosophy. Topic for 1992-93: Kant

Political Science 205 (1)
Politics of Western Europe

Political Science 342 (2)
Marxist Political Theory

Political Science 346
Seminar. Critical Theory. *Not offered 1992-93.*

Psychology 325 (2)
Seminar. History of Psychology

Religion 340 (2)
Seminar. The Holocaust

Writing 125C/ German 120 (2)
Views of Berlin. *Not offered in 1992-93.*

Greek and Latin

Professor: *Lefkowitz (Chair), Geffcken, Marvin, Starr*

Associate Professor: *Rogers*

Assistant Professor: *Dougherty, Colaizzi*

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See p. 150. Directions for Election.

Greek

101 (1) Beginning Greek I

An introduction to Ancient Greek language. Four periods. *Open to students who do not present Greek for admission.*

Ms. Dougherty

102 (2) Beginning Greek II

Further development of language skills and reading from Greek authors. Four periods. *Prerequisite: 101 or [102] or equivalent.*

Ms. Dougherty

201 (1) Plato

Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods. *Prerequisite: 101 and 102, [102] and [103], or two admission units in Greek, or by permission of the instructor.*

Mrs. Lefkowitz

202 (2) Homer

Study of selected books in Greek from Homer's Iliad or Odyssey, with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. Three periods. *Prerequisite: 201.*

Mr. Starr

345 (1)

Selected Topics Topic for 1992-93: Women, Slaves, Barbarians: the "Other" Athens. How did "the cradle of democracy" accommodate disenfranchised groups? What did it mean to be an Athenian? Selected readings about religious and political institutions in the fifth century. *Prerequisite: 202 [205].*

Ms. Dougherty

346 (2) Selected Topics

Topic for 1992-93: the Greek City. The role of the city in the formation and dissemination of Greek civilization. Selected readings about civic life and institutions. *Prerequisite: 202 [205].*

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Religion 298 (2)

New Testament Greek

Cross-Listed Courses

Attention Called

Classical Civilization 104 (1)(A)

Classical Mythology

Classical Civilization 115 (2)(A)

Women's Life in Greece and Rome

Classical Civilization 120/ Writing 125B (1)(A)

Epic Vision in Homer and Vergil

Classical Civilization 229/329 (B¹)

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1992-93.*

Classical Civilization 236/336 (2)(B¹)
Greek and Roman Religion

Classical Civilization 238 (2)(B¹)
Introduction to Greek Archaeology: Case Studies

Classical Civilization 241 (B¹)
Medicine. *Not offered in 1992-93.*

Classical Civilization 243 (B¹)
Roman Law. *Not offered in 1992-93.*

Classical Civilization 310 (2)(A)
Greek Drama in Translation

Classical Civilization 345 (1)
Selected Topics. Topic for 1992-93: Women, Slaves, Barbarians: the "Other" Athens

Classical Civilization 346 (2)
Selected Topics. Topic for 1992-93: the Greek City

Extrdepartmental 200 (1)(A)
Classic Western Texts in Contemporary Perspective

History 230
Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1992-93.*

History 231 (2)
History of Rome

Latin

101 (1) Beginning Latin I
Introduction to the Latin language; development of Latin reading skills. Four periods. *Open to students who do not present Latin for admission, or by permission of the instructor.*
Mr. Rogers

102 (2) Beginning Latin II
Further development of Latin reading and language skills. Four periods. *Prerequisite: [100] 101.*
Mr. Colaizzi

201 (1) Intermediate Latin I: Introduction to Vergil's *Aeneid*

Vergil's literary genius and vision of Rome. Reading of selected passages in Latin; systematic grammar review; background readings in translation; optional use of computerized Latin Reading Program, developed at Wellesley, with on-screen help for vocabulary, syntax, literary and historical background. Three periods. *Prerequisite: [101] 102, or three admission units in Latin not including Vergil.*

Mr. Starr

202 (2) Intermediate Latin II: Myth and Novel: Ovid and Petronius

Self-paced grammar review. Ovid's mythological epic, the *Metamorphoses*; his versions of famous myths; his view of love and presentation of women; different techniques of literary analysis. Petronius' satirical novel, the *Satyricon*; the city of Rome under the emperor Nero; reading in translation from other ancient novels. Three periods. *Prerequisite: [200] 201, or three admission units in Latin.*

Miss Geffcken

251 (1) Roman Drama

The popular, mass-audience comedy of Plautus; later influence of Roman comedy (early Middle Ages, Shakespearean England). The high tragedy of Seneca; his use of Greek tragedy and his influence on English tragedy. *Prerequisite: [200] 201, [201] 202, or four admission units in Latin or three including Vergil, or by permission of the instructor.*

Mr. Starr

252 (2) Roman Poetry

Selected readings in Latin from principal authors such as Lucretius, Catullus, Vergil, Horace, Propertius, Tibullus, and Ovid. *Prerequisite: four admission units in Latin or three including Vergil or [200] 201 or [201] 202 or 251 or by permission of the instructor.*

Miss Geffcken

279/301 (1) Selected Topics

This course may be taken either as 279 or, with additional assignments, 301. Topic for 1992-93: The Struggle for Power in the Late Republic. The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Sallust. *Prerequisite:* [224] or [225] or [249] or 279 with different topic or AP Latin score of 5 in the Latin Lyric examination or by permission of the instructor.

Miss Geffcken

302 (2) Vergil's *Aeneid*

Intensive study of the *Aeneid* and Vergil's creation of a distinctly Roman, Augustan epic; his use of earlier works, such as Homer's *Iliad* and *Odyssey*, Apollonius' *The Voyage of the Argo*, and the Roman poet Ennius' *Annals*; his reflection on the reign of Augustus, the first Roman emperor. *Prerequisite:* [249] 279 or by permission of the instructor.

Mr. Starr

304 (2) Lucretius' *De Rerum Natura*

Lucretius' re-creation in poetic form of the Epicurean view of human experience. *Prerequisite:* [249] 279. *Not offered in 1992-93.*

310 (2) Livy

Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. *Prerequisite:* [249] 279. *Not offered in 1992-93.*

316 (2) The Effects of Power and Authority in the Empire

How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life. *Prerequisite:* [249] 279. *Not offered in 1992-93.*

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Classical Civilization 104 (1)(A)

Classical Mythology

Classical Civilization 115 (2)(A)

Women's Life in Greece and Rome

Classical Civilization 120/ Writing 125B (1)(A)

Epic Vision in Homer and Vergil

Classical Civilization 229/329 (B¹)

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1992-93.*

Classical Civilization 236/336 (2)(B¹)

Greek and Roman Religion

Classical Civilization 238 (2)(B¹)

Introduction to Greek Archaeology: Case Studies

Classical Civilization 241 (B¹)

Medicine. *Not offered in 1992-93.*

Classical Civilization 243 (B¹)

Roman Law. *Not offered in 1992-93.*

Classical Civilization 310 (2)(A)

Greek Drama in Translation

Classical Civilization 345 (1)

Selected Topics

Classical Civilization 346 (2)

Selected Topics

Extrdepartmental 200 (1)(A)

Classic Western Texts in Contemporary Perspective

History 230

Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1992-93.*

History 231 (2)

History of Rome

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin or Classical Civilization except History 230, 231 or Classical Civilization that fulfill the requirement in Group B¹.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete three units of Grade III work. 302, offered in alternate years, is *strongly* recommended.

Latin students who offer an AP Latin score of 5 in the Latin Lyric examination should normally elect 279 [249]; an AP score of 5 or 4 in the Vergil examination usually leads to 251 [224]. A student with a score of 4 in AP Latin Lyric examination should consult the Chair regarding placement.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 111 where the program is described.

Students who wish to major in Classical Civilization can plan with the department an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. For details on the Classical Civilization major, see p. 109.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 360 and 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are Classical Civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult Miss Geffcken or Mr. Starr in the Departments of Greek and Latin, and the Chair of the Department of Education.

History

Professor: *Auerbach, Cohen, Cox, Knudsen (Chair), Malino^{A2}, Robinson, Tumarkin^{A2}*

Associate Professor: *Kapteijns, Park^{A1}, Rogers*

Assistant Professor: *Formanek-Brunell, Shennan, Taylor, Tien*

100 (1) Introduction to Western Civilization

A survey of western culture and society from the age of the pyramids to the Renaissance and Reformation. Emphasis on the elements that combined to make western civilization unique: the rich heritage of Egyptian, Greek and Roman antiquity, the vital religious traditions of Judaism and Christianity, and the dynamic culture of the Germanic peoples of the North. Students must register for two lectures and one conference section. *Open to all students who have not taken 200.*

Mr. Cox, Mr. Rogers

102 (1) The American Experience

A survey of the social, cultural, and institutional dimensions of American history from 1607 to the present, with special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, consequences of commercialization, reform, American exceptionalism. *Open to all students.*

Ms. Tien

103 (2) History in Global Perspective: Cultures in Contact and Conflict

An introduction to the study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme is the contact and conflict *within* and *between* cultures. Taught by entire department in lectures and panels, and in conference sections. Students must register for two lectures and one conference. *Open to all students.*

The Staff, Ms. Formanek-Brunell, Ms. Kapteijns, sections

201 (2) Modern European History

An introduction to the great transformations in European history since 1600. Themes include: the rise and decline of European empires from Charles V to Gorbachev; industrialization and the decline of rural Europe; political dissent and social revolution; changing views of God, man, woman, happiness, sex and death. *Open to all students who have not taken 101.*

Mr. Shennan, Ms. Taylor

217 The Making of European Jewry 1085-1815

A study of the internal life and external relations of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution. *Open to all students. Not offered in 1992-93.*

Ms. Malino

218 (1) Jews in the Modern World, 1815-Present

A study of the demographic, cultural and socio-economic transformation of the Jewish communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel. *Open to all students.*

Ms. Malino

219 The Jews of Spain and the Lands of Islam

The history of the Jews in the Arab, Persian and Ottoman lands from the early centuries of Islam to the modern era. Topics include the emergence of "Oriental" Jewry; the intellectual flowering of the Jews of Muslim Spain; the repercussions of their diaspora and the widening gap between the Jews of Europe and their coreligionists in North Africa, India, and the Middle East. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Malino

223 (2) From Closed World to Infinite Universe

A history of science and medicine in Europe between 1100 and 1700. The revival of classical ideas on nature in the 12th century, their flowering and transformation in the high Middle Ages, and the emergence of new explanatory systems during the Scientific Revolution. Authors to be read include Nicole Oresme, Leonardo da Vinci, Paracelsus, Copernicus, Galileo, Descartes, and Newton. *Open to qualified first-year students and to all others without prerequisite.*

Ms. Park

229 Alexander the Great: Psychopath or Philosopher King?

Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. Examines the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *Open to all students. Not offered in 1992-93.*

Mr. Rogers

230 Greek History from the Bronze Age to the Death of Philip II of Macedon

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis. *Open to all students. Not offered in 1992-93.*

Mr. Rogers

231 (2) History of Rome

Rome's cultural development from its origins as a small city state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of mystery religions, the persecution and expansion of Christianity, and the economy and society of the Empire. *Open to all students.*

Mr. Rogers

232 (2) The Medieval World, 1000 to 1300

An introduction to the history and culture of Europe during the High Middle Ages, for students interested in art, literature and philosophy as well as history. The attempt to create a Christian commonwealth will be examined, together with its effects upon feudal monarchy, knights and chivalry, peasants, townsmen and students. Life in castles, in manors, in villages and towns will be seen in relation to political, religious and social ideas as expressed in contemporary

sources, including art and literature. *Prerequisite: Open to qualified first year students (see Directions for Election) and to all others without prerequisite.*

Mr. Cox

233 (1) Renaissance Italy

Italian history and culture from the age of Petrarch and Boccaccio to the age of Michelangelo and Machiavelli. The new urban civilization of late medieval Italy as a background to Renaissance art, literature, and philosophy. Topics include the commercial revolution, the Black Death, republicanism and civic humanism, patronage and art, courtly culture and theories of princely power, the Counter-Reformation church. *Prerequisite: same as for 232.*

Ms. Taylor

235 The Formation of European Culture: Middle Ages and Renaissance

A survey of Western thought from Abelard in the 12th century to Francis Bacon in the 16th. The transformation of classical ideas in the courts, monasteries, and universities of medieval Christendom and their re-emergence in the new secular world of Renaissance Europe. Readings largely from primary sources, including Abelard, Bonaventure, Aquinas, Christine de Pizan, Petrarch, Erasmus, and Montaigne. *Prerequisite same as for 223. Not offered in 1992-93. Offered in 1993-94.*

Ms. Park

236 (1) The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Authors read include: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe. *Prerequisite: same as for 232.*

Mr. Knudsen

237 Modern European Culture: The Nineteenth and Twentieth Centuries

A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and liter-

ature. As with 236, emphasis is placed on the social and historical context of cultural life. Authors read include: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Merleau-Ponty. *Prerequisite: same as for 232. Not offered in 1992-93.*

Mr. Knudsen

238 (1) English History: 1066 and All That

From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements. *Prerequisite: same as for 232.*

Mrs. Robinson

239 English History: Henry VIII and Elizabeth I

The first part of the course will focus on Henry VIII: the court and chivalry; connubial bliss and the church; T. Cromwell and the Commonwealth; the children. Part II will focus on Elizabeth: the Commons, courtiers, and courting; confrontations, domestic and foreign; colonial adventures; culture. Discussion of several films. *Prerequisite: same as for 232. Not offered in 1992-93.*

241 Women in Modern European History

Comparative survey of the condition and experience of European women after 1750. Exploration of the impact of industrialization and urbanization on working-class and middle-class women, and of new models of femininity and feminine deviance. Topics include women's work and the ideal of domesticity, theories of feminine sexuality and criminality, and the birth of feminism and its development in the twentieth century. *Open to all students. Not offered in 1992-93.*

242 (1) France in the Splendid Century

French history and culture, 1600-1715. Louis XIV and the palace-city of Versailles, both as a technique of government and as an expression of political theology and aesthetic ideas, will be studied against the background of religious wars and rebellion during the first half of the century. The art, architecture, literature and drama of the "Classical Age" will complete this picture of the France that became the wonder and the terror of its time. *Prerequisite: same as for 232.*

Mr. Cox

243 (2) The Enlightenment, the French Revolution, and Napoleon

The history and culture of France, 1715-1815. Monarchical splendor, lordly pleasures, the new urban culture, and the pursuit of happiness and reform, as seen in art, architecture and letters during the Age of Voltaire and Rousseau. Analysis of the causes and events of the Revolution, the effort to create a Republic of Virtue, the rise of Napoleon and the creation of the Napoleonic Empire. *Prerequisite: same as for 232.*

Mr. Cox

244 (2) History of Modern France, 1815-Present

Exploration of the social and political forces which shaped France from the exile of Napoleon to the election of Mitterrand. Topics include: Revolutions of 1830, 1848 and 1871; industrialization, gender, and class in the nineteenth century; culture and lifestyles during the *fin-de-siècle*; social impact of world wars; French Resistance during World War II. *Prerequisite: same as for 232.*

Mr. Shennan

245 Germany in the Twentieth Century

An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the post World War II Federal, German Democratic, and Austrian republics—and explores the German response to pressures felt throughout Western Europe. *Prerequisite: same as for 232. Not offered in 1992-93. Offered in 1993-94.*

Mr. Knudsen

246 Medieval and Imperial Russia

A thousand years of Russian history, from the Viking incursions in the ninth century, through the Mongol invasion, development of Muscovite absolutism under Ivan the Terrible, St. Petersburg and the Westernization of Peter the Great and Catherine the Great, the defeat of Napoleon, the nineteenth-century Russia of Pushkin and Gogol. *Open to sophomores, juniors and seniors and to first-year students with a background in Russian or European history. Not offered in 1992-93.*

Ms. Tumarkin

247 (1) Modern Russia and the Soviet Union

The decline and fall of Imperial Russia, followed by the emergence, development, decline and fall of the Union of Soviet Socialist Republics. Topics include terrorism, the 1917 Revolution, collectivization of the peasantry, Party purge, Great Terror, the "Great Patriotic War," the Brezhnev morass. *Prerequisite: Open to sophomores, juniors and seniors, and to first-year students with a background in Russian or modern European history.*

Ms. Tumarkin

248 (2) Europe in the Twentieth Century

A comparative study of European political, cultural, and social life from the fin de siècle to the present day. Topics include the modern metropolis; Modernist art and politics; the two world wars and their legacies; the rise of the welfare state; the post-war Americanization of Europe and relations with the Third World. *Open to sophomores, juniors, and seniors.*

Ms. Taylor

250 (1) The Peopling of Early America

An examination of the emergence of a multi-racial, multi-ethnic society in British North America. Emphasis on immigration to the New World, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, and the development of American culture.

Ms. Tien

251 (2) To Nationhood: America, 1750-1850

An exploration of the ideas and events that contributed to what might be called a national identity in the early republic: how Americans began to perceive themselves, how they wished others to see them. Topics include: the influence of the Enlightenment, radical Whig ideology, Jefferson, republicanism, the creation of national heroes, the concept of reform. *Open to all students.*

Ms. Tien

252 The United States in the Nineteenth Century

An introduction to the major political, economic, social and cultural forces that shaped 19th-century American history; the influence of industrialization, urbanization, westward expansion, migration, immigration, the slave economy and culture; the effects of reform, revival, and reconstruction on middle and working class black,

white and American Indian women, men and children. Sources include speeches, novels and cartoons. *Open to all students. Not offered in 1992-93.*

253 (1) The United States in the Twentieth Century

The emergence of an urban industrial society; tension between traditional values and social change; development of the welfare state; issues of war and peace; the boundaries of conservative reaction, liberal reform and radical protest, from the 1890s to the Reagan years. *Open to sophomores, juniors and seniors.*

Mr. Auerbach

256 American Jewish History

The development of American Jewish life and institutions, from German origins, and especially since the era of mass immigration from Eastern Europe. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States. The impact of the Holocaust and Israel on the consciousness of American Jews will be considered. *Open to sophomores, juniors and seniors. Not open to students who have taken 339. Not offered in 1992-1993. Offered in 1993-94.*

Mr. Auerbach

257 (1) History of Women and Gender

The history of American women—white, black, free, enslaved and indentured, rich and poor, single and married—from the colonial period to the present. The impact of colonization, revolution, industrialization, urbanization, immigration and migration, the changing nature of work, patterns of leisure, and family ideals on females throughout the life span.

Ms. Formanek-Brunell

258 (2) Freedom and Dissent in American History

An exploration of ideas of freedom and patterns of political and religious dissent since the founding of the nation. Special attention to the expanding and contracting constitutional boundaries of free expression. Among the issues to be examined: wartime censorship; political extremism; campus hate speech and racial vilification; individual rights and state power. *Open to sophomores, juniors and seniors.*

Mr. Auerbach

262 Women and Labor in America

The history of women's paid, unpaid, bonded, indentured and voluntary labor in America. Topics include the history of motherhood and women's changing relationship to labor and leisure through an examination of professionals and prostitutes, housewives and homeworkers, artists and artisans, missionaries and revolutionaries, entrepreneurs and laborers. Sources include census records, advertisements and novels. *Open to all students. Not offered in 1992-93.*

263 (1) South Africa in Historical Perspective

An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652-1885), and in the industrial era (1885-present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family, and the diverse expressions of African resistance. Short stories and poetry are among the sources used. *Open to all students.*

Ms. Kapteijns

264 The History of Precolonial Africa

The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and women, nobles and commoners, and free-born and slaves in precolonial Africa. *Open to all students. Not offered in 1992-93.*

Ms. Kapteijns

265 History of Modern Africa

Many of Africa's current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the "Cinderellas" or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Kapteijns

270 (1) Japan Before 1800

The development of Japanese civilization from earliest times to the late nineteenth century. After an introductory segment on the prehistoric era, the course will explore social, economic, political, and cultural aspects of three major periods or "worlds" in Japanese history: classical, medieval, and early modern. The course concludes with the emergence of modern Japanese society and culture, beginning with the decline of the Tokugawa state in the nineteenth century and the simultaneous intrusion of the West. It is important to gain not only a chronological sense of Japanese history, but also an understanding of the people of each "world." The readings and lectures, combined, are designed to accomplish this. *Course taught at Wellesley by Babson instructor; enrollment limited to 50, including 20 Wellesley students. Open to all students. Ms. Hauf, Assistant Professor, Division of History and Society, Babson College*

271 Japan Since 1800

The emergence of Japan as a nation state from the early nineteenth century to the period after World War II. Emphasis on the interaction of internal and external sources of change; continuity and change in political institutions and cultural patterns; economic growth, urbanization and social dislocation; the anticipation of renewal and new achievements; the culture of militarism in the late 1930s; defeat and occupation; and postwar recovery. *Open to all students. Not offered in 1992-93.*

275 (1) Imperial China

After a survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive break-down of Chinese society and polity in the 19th century. *Open to all students.*

Mr. Cohen

276 (2) China in Revolution

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the mili-

tarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang Kai-shek and the Guomindang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments since; Tiananmen and future problems. *Open to all students.*

Mr. Cohen

284 The Middle East in Modern History

Themes in the political, socio-economic, and intellectual history of the modern Middle East (Turkey, Lebanon, Israel, Egypt, Saudi Arabia and Iran) from 1918 to the present. The formation of the modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used. *Open to all students. Not offered in 1992-93.*

Ms. Kapteijns

286 (1) Islamic Society in Historical Perspective

Introduction to the rich mosaic of Islamic society from the time of the Prophet to the First World War. Through the study of a wide variety of "building blocks" of Islamic society—from nomadic camp to metropole, from extended family to state bureaucracy, and from Islamic courts of law to Sufi brotherhoods—students will gain insight into some major themes of the political, religious, and socioeconomic history of the Islamic world from the rise of Islam to the establishment of colonial rule. *Open to all students.*

Ms. Kapteijns

290 (1) History of Israel

An exploration of the historical formation and development of Jewish statehood, from Biblical promise to modern reality. Consideration of Jewish settlement in the land of Israel; the nature of the Zionist revolution; the evolution of a modern state within the boundaries of an ancient homeland; relations with Arabs; and continuing efforts to define the nature and purpose of a Jewish national home. *Open to sophomores, juniors and seniors.*

Mr. Auerbach

295 (1) International Relations of the West, 1789-1962

Historical introduction to the development of international relations from the outbreak of the French Revolution to the Cuban Missile Crisis: the Napoleonic Wars and the nineteenth century balance of power; the diplomacy of national unification and imperialist expansion; the origins of World Wars I and II; the emergence of Russian and American superpowers; the Cold War and European decline. *Prerequisite: same as for 232.*

Mr. Shennan

309 Social History of the United States, 1600-1850

An exploration of the development of American society and the formulation of an American character. Themes will include the interplay of individual and group interests in the contexts of family, kin, church, community, town, and city; immigration and ethnicity; the notion of reform; work and leisure; the conceptualization of "public" and "private" life. *Open to juniors, seniors, and especially qualified sophomores who have taken at least one 200-level course in U.S. history. Not offered in 1992-93.*

310 Social History of the United States after 1850

The development of American society in terms of changing family organization, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. *Prerequisite: same as for 309. Not offered in 1992-93.*

311 (2) 1968: The Terrible Year

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism and domestic reform. Exploration of how, and why, it happened. Enrollment limited to 20. *Open by permission of the instructor to students with a background in twentieth century American history. Not open to students who have taken 315.*

Mr. Auerbach

327 Zionism and Irish Nationalism: A Comparative Perspective

Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets,

ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts. *Prerequisite: same as for 341. Not offered in 1992-93. Offered in 1993-94.*

Ms. Malino

328 (1) Anti-Semitism in Historical Perspective

Historical antecedents and sources of modern anti-Semitism. Topics include pre-Christian anti-Semitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political anti-Semitism. Jewish responses to anti-Semitic policies and events as well as developments during and after World War II. *Prerequisite: same as for 341.*

Ms. Malino

330 Seminar. Medieval Heroes and Heroines

An examination of both the mythological and the historical functions of the "hero" in human societies since earliest times, but with primary focus on the medieval world between 500 and 1500. Some class sessions will be conducted by other members of the Medieval/Renaissance Studies faculty in order to give a multi-disciplinary dimension to our investigation of the phenomenon of "heroization" in pre-modern Europe and of the ways in which heroic figures changed in character over time. *Prerequisite: Open to juniors and seniors and qualified sophomores. Preference given to Medieval/Renaissance Studies majors. Not offered in 1992-93.*

332 (2) Girlhood and Boyhood in America

The gendered history of childhood from the pre-industrial period to the present by race, class, region and ethnicity. Topics include childrearing and child labor, ritual and fantasy, play and sexuality. In addition to recent scholarly works, primary sources will be used: childrearing manuals, diaries, children's fiction and toys as material culture. *Open to juniors and seniors and qualified sophomores.*

Ms. Formanek-Brunell

333 (2) Seminar. Renaissance Florence

Study of the social, political, and economic crises that served as the background and impetus to the intellectual and artistic flowering of the Florentine Renaissance. Examination of the structure of Florentine society, and in particular of the life

and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture. *Prerequisite: 233 or permission of the instructor.*

Ms. Park

334 (2) Seminar. European Cultural History

Topic for 1992-93: Cultural Boundaries, 1500-1900. We will use historical studies and recent theory in the social sciences to explore the formation of group identity and the division between high and low culture. Of special concern to us will be the way the state and particular groups have shaped, controlled, and disseminated licit and illicit knowledge. Historical topics include the world of Rabelais, religious radicalism in the English civil war, the witchcraft "craze" of the seventeenth century, censorship and the state, literary Bohemia and social radicalism in the nineteenth century, eugenics and racial theory after Darwin. *Prerequisite: same as for 341.*

Mr. Knudsen

338 (1) Seminar. European Resistance Movements in World War II

Comparative examination of resistance to Nazi Germany in nations of western and eastern Europe, based on clandestine press, memoirs and diaries, fictional recreations and a rich scholarly literature. Topics to be addressed include: what constituted resistance, why individuals chose to resist, what organized resistance movements achieve, the role of particular groups such as women, communists, and Jews. Emphasis will be on identifying and understanding national or regional variations. *Prerequisite: same as for 341.*

Mr. Shennan

341 Seminar. The Nature and Meanings of History

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism. *Prerequisite: Open to juniors and seniors and qualified sophomores. Not offered in 1992-93.*

Mr. Knudsen

342 Seminar. Women, Work and the Family in African History

Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs. *Prerequisite: same as for 341. Not offered in 1992-93.*

Ms. Kapteijns

344 Seminar. Gendered Domains: Women and Men in Modern Japan

The historical metamorphoses of gender roles and ideologies from 1860 to the present: how particular domains have come to be defined as male or female; how historical circumstances inform the construction, extension, and declension of particular gendered domains; and how changes of gender ideologies relate to transformations in areas such as labor force participation, childrearing, or modes of political behavior. *Prerequisite: 271. Not offered in 1992-93.*

346 (1) China and America: The Evolution of a Troubled Relationship

The persistent theme of misunderstanding and conflict in relations between China and the U.S. as countries and Chinese and Americans as people will be explored through such topics as: the treatment of Chinese in 19th-century California, the Open Door policy and U.S. exclusion laws, the depiction of Chinese in American film and literature, China and the U.S. as allies in World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the fallout from Tiananmen. *Prerequisite: same as for 341.*

Mr. Cohen

347 The Cultural Revolution in China

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other major historical

events. Enrollment limited to 20. *Prerequisite: same as for 341. Not offered in 1992-93.*

Mr. Cohen

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

352 (2) Seminar. Tiananmen as History

Tiananmen, the name of the central square in Beijing, is also shorthand for the protest demonstrations and crackdown that shook China in spring 1989. Why Tiananmen has become a watershed event in China's recent history, the causes of the demonstrations, the reasons for the severity of the government's response, and why "1989" took such different forms in China and in Eastern Europe are some of the questions to be probed via firsthand accounts, scholarly analyses, videotapes, and participant interviews. *Prerequisite: same as for 341.*

Mr. Cohen

354 (1) Seminar. Family History

Topic for 1992-93: Material Culture of American Family Life. This course will explore the relationship between domestic space, household management, and family life through the material culture of middle- and working-class, black, immigrant and AmerIndian families from the Colonial period to the present. Artifacts to be utilized include: architecture, domestic technology, needlework, furnishing and interiors, amusements and toys.

Ms. Formanek-Brunell

356 (1) Seminar. Russian History

Topic for 1992-93: Russia under the Romanovs: A Spiritual Journey. An exploration of the moral and spiritual concerns of the Russian people in the Imperial period, from the reign of Peter the Great to the 1917 Revolution. Topics include: the moral costs of Westernization; Russian Orthodoxy; suffering, self-sacrifice and sexual mores; the spiritual anguish of the intelligentsia; Tolstoy; Dostoevsky. *Open to juniors and seniors who have taken at least one course in the history of Russia or modern Europe.*

Ms. Tumarkin

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors. Students writing senior honors theses must participate regularly throughout the year in the History Honors seminar, which will be taught by Ms. Taylor.

361 Seminar. Crisis and Renovation: Comparative Themes in the History of France and Britain, 1930-80

A comparative perspective on French and British responses to changing international, political, economic, and social realities. Issues include: crisis of the 1930s; World War II and its postwar impact; decolonization; relations with the United States; modernization and social change in the 1950s and 1960s; and the politics of the 1960s and 1970s. *Prerequisite: same as for 341. Not offered in 1992-93.*

Mr. Shennan

362 Seminar. The "Great Patriotic War" as Myth and Memory

Until recently, an idealized memory of World War II served as the great legitimizing and unifying myth of the Soviet Union. This seminar will explore the history of the war cult in the Khrushchev and Brezhnev years, and finally focus intensively on the erosion of that cult and the painful emergence of raw human memory under Gorbachev's *glasnost* reform. This last part of the course is a case study in the fate of myth, history and memory during the turmoil of the Gorbachev years. *Open by permission of the instructor to sophomores, juniors and seniors with a background in Soviet history or politics. Not offered in 1992-93.*

Ms. Tumarkin

364 (2) Seminar. Women in Islamic Society: Historical Perspectives

Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Focus on the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law), followed by exploration of the theoretical and historiographical literature on women in Islamic societies. Students will examine the social roles and position of women in concrete historical situations. *Prerequisite: same as for 341.*

Ms. Kapteijns

367 Seminar. Jewish Ethnicity and Citizenship

The freedom to be different and the right to be equal studied through the Jewish experience in 19th and 20th century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political anti-Semitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities. *Prerequisite: same as for 341. Not offered in 1992-93. Offered in 1993-94.*

Ms. Malino

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Africana Studies 105 (B²)

Introduction to the Black Experience. *Not offered in 1992-93.*

Africana Studies 150f (B¹)

1919: The Year of the New Negro. *Not offered in 1992-93.*

Africana Studies 200 (B¹)

Africans in Antiquity. *Not offered in 1992-93.*

Africana Studies 206 (2)(B¹)

Introduction to Afro-American History, 1500-Present

Africana Studies 216 (1)(B¹)

History of the West Indies

Africana Studies 319 (2)(B¹)

Pan-Africanism

Africana Studies 340 (B¹)

Seminar. Topics in Afro-American History. *Not offered in 1992-93.*

American Studies 318 (2)

Seminar. Topic for 1992-93: The American Revolution

Classical Civilization 229/329 (B¹)

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1992-93.*

Classical Civilization 236/336 (2)(B¹)

Greek and Roman Religion

Classical Civilization 238 (2)(B¹)

Introduction to Greek Archaeology: Case Studies

Education 212 (1)(B¹)

History of American Education

Education 214 (2)(B^{1,2})

Youth, Culture, and Student Activism in Twentieth-Century America

Education 312 (B¹)

Seminar. History of Child Rearing and the Family. *Not offered in 1992-93.*

Religion 218

Religion in America. *Not offered in 1992-93.*

Religion 255 (2)

Japanese Religion and Culture

Religion 340 (2)

Seminar. The Holocaust

Spanish 265

History of Latin America. *Not offered in 1992-93.*

Spanish 266

History of Spain. *Not offered in 1992-93.*

Women's Studies 224 (2)

Women's Lives Through Oral History

Women's Studies 316

Seminar. History and Politics of Sexuality in the United States. *Not offered in 1992-93.*

Women's Studies 320 (2)

American Health Care History in Gender, Race and Class Perspective

Directions for Election

Entering students are urged to consider taking 103, History in Global Perspective, as their first course, since it is a multicultural introduction to the study of history and will also introduce them to all members of the department. Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both before taking other courses in the European field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, the program must include: (1) at least one course in the history of Africa, Japan, China, or the Middle East; *and* (2) at least one course in the history of Europe, the United States, England, or Russia. We strongly recommend as well that majors take at least one course in pre-modern history (e.g., ancient Greece and Rome, the Jews of Spain and the Lands of Islam, Japan before 1800). To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, of the two Grade III courses in the major required for the B.A. degree, we recommend that majors include at least one seminar in their programs. No more than one crosslisted course may be counted toward a History major.

The History minor consists of a minimum of five courses, of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. Normally at least four units must be taken at Wellesley, and crosslisted courses will not count toward the minor.

Teacher Certification: Students interested in obtaining certification to teach Social Studies in the Commonwealth of Massachusetts should consult Ms. Tien in the History Department and the Chair of the Department of Education.

International Relations

A STRUCTURED INDIVIDUAL MAJOR

Directors: *Murphy, Shennan*

The International Relations major is a *structured individual major*. Students must submit a plan of study for approval to two faculty advisors who teach international relations in two different departments from the following list: Africana Studies, Anthropology, Economics, History, Political Science, and Women's Studies. This plan of study must also be approved by one of the Directors listed above.

The International Relations major consists of ten (10) courses, which must include the following:

1. Three (3) required courses: Economics 214 (International Economics); History 103 (History in Global Perspective) or History 295 (International Relations of the West, 1789-1962); and Political Science 221 (World Politics).

2. Two (2) foreign language courses *beyond the College's foreign language requirement in the same language used to fulfill that requirement* (above the intermediate level). This requirement will usually be met by the completion of two units of language study *at the third-year college level*. A student whose native language is not English will be exempted from this requirement subject to the approval of her advisors. An International Relations major who meets the enhanced language requirement through native fluency must also complete ten (10) courses in the major, but can substitute two (2) additional non-language courses approved by her advisors in place of advanced language work. This applies also to students who may be double-majors (e.g. in International Relations and a language department or area studies program) and who choose not to count their advanced language courses towards their International Relations major.

3. Five (5) other courses, including at least three (3) in one of the following fields of concentration: a) Peace, War, and Security; b) International Political Economy; c) Foreign Policy and World Politics; and d) Human Rights, Race, or Gender in International Relations.

In fulfilling this major a student may take a maximum of two (2) courses that focus on a particular geographic region of the world or a specific country and apply them to the appropriate field of concentration. For example, Political Science 207 (Politics in Latin America) would be applied

to Foreign Policy and World Politics. If a particular area studies course does not fit clearly into a specific field of concentration, the student should consult with her advisors about how that course may be applied to the major.

A sample list of courses from the current catalog that could be applied to the four fields of concentration that follows is intended to present an idea of the range of courses available in relation to the proposed subfields. It does not include those courses that come under the area studies provision of the major.

a) Peace, War, and Security

Peace Studies 259 (2)

Peace and Conflict Resolution

Political Science 324

International Security. *Not offered in 1992-93.*

Political Science 327 (2)

International Organization

Political Science 329 (2)

International Law

Political Science 330 (2)

Seminar. Negotiation and Bargaining

b) International Political Economy

Anthropology 275

Technology and Society in the Third World. *Not offered in 1992-93.*

Anthropology 346 (1)

Colonialism, Development and Nationalism:
The Nation State and Traditional Societies

Economics 220 (1)

Development Economics

Economics 301 (1)

Comparative Economic Systems

Economics 313

International Macroeconomics. *Not offered in 1992-93.*

Economics 314 (2)

International Trade Theory

Economics 320 (2)

Seminar. Economic Development

Political Science 204 (1)

Political Economy of Development and Underdevelopment

Political Science 323 (1)

Politics of Economic Interdependence

Political Science 331

Politics of the World Food System. *Not offered in 1992-93.*

Political Science 348 (1)

Seminar. Problems in North-South Relations

c) Foreign Policy and World Politics

History 295 (1)

International Relations of the West, 1789-1962
(if not taken as required course for IR major)

History 346 (1)

China and America: The Evolution of a Troubled Relationship

Political Science 222

Comparative Foreign Policies. *Not offered in 1992-93.*

Political Science 321 (1)

United States in World Politics

Political Science 326

International Politics in the Middle East. *Not offered in 1992-93.*

Political Science 328 (1)

Politics of East-West Relations

d) Human Rights, Race, or Gender in International Relations

Africana Studies 150a (1)

The Internationalization of Black Power

Africana Studies 319 (2)

Pan-Africanism

Africana Studies 345

Seminar. Women and International Development. *Not offered in 1992-93.*

Anthropology 210 (2)

Racism and Ethnic Conflict in the United States and the Third World

Political Science 214 (2)

Politics of Race and Ethnicity

Political Science 345

Seminar. Human Rights. *Not offered in 1992-93.*

Women's Studies 220

Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Italian

Professor: Jacoff^{A2}

Associate Professor: Viano (*Chair*)

Assistant Professor: Ward^A, Laviosa

Instructor: Del Principe

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy. See p. 63.

The Italian department offers both a major and a minor as well as an interdisciplinary major in Italian Culture. See Directions for Election.

101-102 (1-2) Elementary Italian

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Mr. Viano, Ms. Laviosa, Staff

201 (1) Intermediate Italian I

Consolidation and increase of fluency in Italian through in-depth review of grammar, conversation, and role-playing. Selected articles from Italian newspapers and graded short stories will develop vocabulary and introduce students to specific skills necessary for reading in a foreign language. Listening comprehension will be practiced through the viewing of Italian films and other audio-visual materials. Course requirements: four short written compositions, four quizzes, two exams. Three periods. *Prerequisite: 101-102/100 or by permission of the instructor.*

Ms. Laviosa, Mr. Del Principe

202 (2) Intermediate Italian II

Further consolidation of fluency in Italian through review of grammar, conversation, and writing. Reading skills will be further developed through the study of a series of literary and audio-visual texts designed to introduce students to some of the major themes in Italian culture. Three periods. *Prerequisite: 201 [202] or by permission of the instructor.*

Ms. Laviosa, Mr. Del Principe

261 (2) Italian Cinema (in English)

A survey of Italian cinema from neo-realism to the present through the work of its major directors (Fellini, Bertolucci, Visconti, etc.). The in-depth analysis of each film will aim at providing students with a knowledge of the key issues in contemporary film theory: the relationship between cinema and reality, the role of the spectator, gender and politics of the film image. *Open to all students.*

Mr. Viano

262 (2) Italy: A Cultural Perspective (In English)

An examination of the beliefs, customs, values, social practices, and myths which constitute modern Italian culture. An understanding of the present cultural configuration within its historical perspective will be achieved through analyses of literary and sociological texts as well as audio-visual materials. *Open to all students. Not offered in 1992-93.*

263 (1) Dante (in English)

An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the Divine Comedy, with emphasis on the Inferno in the fall semester, and on the Purgatorio and Paradiso in the spring. The centrality and encyclopedic nature of the Comedy make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, students will find that knowledge of the Comedy illuminates modern literature as well. *Open to all students.*

Ms. Jacoff

265 (2) Literature of the Italian Renaissance

(In English) An opportunity to read certain key texts of the Italian Renaissance in depth: Boccaccio's Decameron, selected Petrarch letters and poems, Cellini's Autobiography, Castiglione's The Courtier and Machiavelli's Prince and Discourses. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts. *Not offered in 1992-93.*

Ms. Jacoff

271 (1) Introduction to Italian Studies

An introduction to contemporary Italy through selected examples of both high culture (literature, philosophy) and popular culture (television, cinema, and contemporary music). The course will enable students to think, speak and write about these representations of Italian life. *Prerequisite: 202 [203] or by permission of the instructor.*

Mr. Viano

272 (2) Studies in Italian Literature

Special Topic for 1992-93: Image and Text in Italian Literature and Culture. The course will provide students with a historical overview of Italy through a variety of texts: artistic (Leonardo Da Vinci, Michelangelo), literary (Ariosto, Casanova, Foscolo, Calvino, Savinio) and cultural (fashion designers). *Prerequisite: 271 [206] or by permission of the instructor.*

Mr. Del Principe

273 (2) Studies in Italian Renaissance Literature

An introduction to Medieval and Renaissance Italian literature through consideration of major authors such as Dante, Petrarch, Boccaccio, Machiavelli, and Castiglione. The course will explore the changing significance of the role of human love, the relationship between intellectual and civic life, and the role of literature itself. *Prerequisite: 271 [206] or by permission of the instructor. Not offered in 1992-93.*

308 (1) The Contemporary Novel

The development of a form in relation to the literary and intellectual history of modern Italy. As well as examining the history of Italian feminism, representative theoretical and fictional texts will illustrate the stylistic diversity and thematic concerns of a variety of women writers. *Prerequisite: 209 or by permission of the instructor.*

Mr. Del Principe

349 (1) Seminar. Techniques of Representation in Literature and Culture

The course aims to introduce students to the notion of narrativity in modern and contemporary Italian literature. Particular attention will be paid to the development of techniques of representation. The city and the labyrinth in the representation of the modern will be one of the main themes. Literary texts will be accompanied by audiovisual material. Readings from Alberti,

Campanella, Vico, Da Ponte, Manzoni, Calvino, Celati, Savinio, Gadda, Eco. *Open by permission of the instructor.*

Mr. Del Principe

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have completed two units in literature in the department.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

The Italian department offers both a major and a minor in Italian as well as an interdisciplinary major in Italian culture.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are urged to begin Italian in their first year. Italian 100 counts toward the degree, but not the major. Students majoring in Italian are required to take eight units above the 100 level, two of which must be at Grade III level. Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

The Italian minor requires five units above the 100 level. One of these units may be fulfilled by a course in translation if a student begins the study of Italian in her sophomore year.

Italian Culture

AN INTERDEPARTMENTAL MAJOR

Director: *Viano*

The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program; in addition, the student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major. The following courses are available for majors in Italian Culture:

Art 220 (1)

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 229

Renaissance and Baroque Architecture. *Not offered in 1992-93.*

Art 243

Roman Art. *Not offered in 1992-93.*

Art 250

From Giotto to the Art of the Courts: Italy and France, 1300-1420. *Not offered in 1992-93.*

Art 251 (2)

Italian Renaissance Art

Art 254

Urban Form. Medieval Renaissance and Baroque. *Not offered in 1992-93.*

Art 304

Seminar. Problems in Italian Renaissance Sculpture. *Not offered in 1992-93.*

Art 330 (1)

Seminar. Renaissance Art in Venice and in Northern Italy

Art 333 (2)

Seminar. Spanish Art

History 231 (2)

History of Rome

History 233 (1)

Renaissance Italy

History 235

The Formation of European Culture: Middle Ages and Renaissance. *Not offered in 1992-93.*

History 333 (2)

Seminar. Renaissance Florence

Italian 201 (1)

Intermediate Italian I

Italian 202 (2)

Intermediate Italian II

Italian 261 (2)

Italian Cinema (In English)

Italian 262

Italy: A Cultural Perspective (In English). *Not offered in 1992-93.*

Italian 263 (1)

Dante (in English)

Italian 271 (1)

Introduction to Italian Studies

Italian 272 (2)

Studies in Italian Literature

Italian 273

Studies in Italian Renaissance Literature. *Not offered in 1992-93.*

Italian 308 (1)

The Contemporary Novel

Italian 349 (1)

Seminar. Techniques of Representation in Literature and Culture

Language Studies 237

History and Structure of the Romance Languages. *Not offered in 1992-93.*

Music 323

Seminar. Selected Topics. *Not offered in 1992-93.*

Japanese

Associate Professor: *Morley (Chair)*

Instructor: *Bernardi*

Language Instructor: *Omoto, Torii*

101-102 (1-2)(A) Beginning Japanese

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Five periods. Students will receive a total of three credits for the year; two units of credit for the fall semester of 101, and one unit of credit for the spring semester of 102. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to all students.*

Ms. Bernardi and Staff

201-202 (1-2)(A) Intermediate Japanese

Continuation of 101-102 [107]. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Five periods. Students will receive three credits for the year; two units of credit for the fall semester of 101, and one unit of credit for the spring semester of 102. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101-102 (1-2) [107] or by permission of the instructor.*

Staff

231 (1) Advanced Japanese I

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets three days a week. *Prerequisite: 201-202 (1-2) [207] or permission of the instructor.*

Staff

232 (2) Advanced Japanese II

Japanese 231 and Japanese 232 are two one-semester courses, which taken in sequence constitute the third year of the Japanese language program. Reading is stressed in the second semester. Meets three days a week. *Prerequisite: 231 or permission of the instructor.*

Staff

251 (2) Japan Through Literature and Film

A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Noh* plays, the puppet plays of Chikamatu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. Offered in alternation with 351. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Morley

308 (1) Readings in Contemporary Japanese Prose

Reading and discussion in Japanese of selections from modern prose: short stories, essays, etc. Focus on advanced reading and translation skills. Two periods with discussion section. *Prerequisite: 232 [307] or by permission of instructor.*

Ms. Bernardi

309 (2) Readings on Contemporary Japanese Social Science

Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section. *Prerequisite: 308 or by permission of instructor.*

Staff

351 (2) Seminar. Modern Japanese Novel in Translation

Analysis of selection of works by modern novelists from the 19th through the 20th centuries. Offered in alternation with 251. *Prerequisite: one unit in Japanese Studies or by permission of instructor. Not offered in 1993-94. Offered in 1994-95.*

Ms. Bernardi

Japanese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: Koderia, Morley

Japanese Studies is an interdisciplinary and interdepartmental program, offering courses in language and literature, as well as in other disciplines, including art, history, economics, political science, religion, and women's studies. The Program deals both with traditional and modern Japan.

At present, the Program offers a major in Japanese Studies, but not in Japanese. The major in Japanese Studies requires at least eight units, including two years of Japanese language training beyond Beginning Japanese. Two of the eight units must be selected from the Grade III level. Students must also select a minimum of four non-language courses, which may include Japanese 308 and 309. Those primarily interested in traditional Japan are strongly encouraged to do some course work on traditional China. One course on China can count toward the major. Opportunities for study in Japan for different lengths of time are also available.

Art 249 (2)

Arts of Japan

Economics 239 (2)

The Political Economy of East Asian Development

History 270 (1)

Japan Before 1800

History 271

Japan Since 1800. *Not offered in 1992-93.*

Japanese 101-102 (1-2) (A)

Beginning Japanese

Japanese 201-202 (1-2) (A)

Intermediate Japanese

Japanese 231 (1)

Advanced Japanese I

Japanese 232 (2)

Advanced Japanese II

Japanese 251 (2)

Japan Through Literature and Film. *Not offered in 1992-93.*

Japanese 308 (1)

Readings in Contemporary Japanese Prose

Japanese 309 (2)
Readings on Contemporary Japanese Social
Science

Japanese 351 (2)
Seminar. Modern Japanese Novel in Translation

Political Science 208
Politics of East Asia. *Not offered in 1992-93.*

Religion 108 (1)
Introduction to Asian Religions

Religion 108M (2)
Introduction to Asian Religions

Religion 253
Buddhist Thought and Practice. *Not offered in
1992-93.*

Religion 255 (2)
Japanese Religion and Culture

Religion 353 (1)
Seminar. Zen Buddhism

Religion 356
Seminar. Ideal Society in East Asian Religions.
Not offered in 1992-93.

Jewish Studies

AN INTERDEPARTMENTAL MAJOR

Professor: *Malino* (Director)

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level. Students are encouraged to apply to participate in "Wellesley-in-Israel," a January seminar in Jerusalem which focuses on archaeology in Israel, and which is held in cooperation with The Hebrew University of Jerusalem.

Majors devise their own programs in consultation with the Director of the Jewish Studies Program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk* also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 244, 247; English 364; History 217, 218, 219, 245, 256, 290, 327, 328, 334, 338, 367; Political Science 326; Religion 104, 105, 140, 202, 204, 205, 206, 241, 242, 243, 245, 303, 340; Spanish 252 and 267. Units must be taken in at least 2 departments; in consultation with the Director

of the Program in Jewish Studies, a student can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program. The "Wellesley-in-Israel" January seminar will not take place until 1994.

Anthropology 242*

The Rise of Civilization. *Not offered in 1992-93.*

Anthropology 244*

Societies and Cultures of the Middle East. *Not offered in 1992-93.*

Anthropology 247*

Societies and Cultures of the Soviet Union. *Not offered in 1992-93.*

English 364 (1)*

Race and Ethnicity in American Literature

History 217

The Making of European Jewry 1085-1815. *Not offered in 1992-93.*

History 218 (1)

Jews in the Modern World, 1815-Present

History 219

The Jews of Spain and the Lands of Islam. *Not offered in 1992-93.*

History 245*

Germany in the Twentieth Century. *Not offered in 1992-93.*

History 256

American Jewish History. *Not offered in 1992-93.*

History 290 (1)

History of Israel

History 327

Zionism and Irish Nationalism: A Comparative Perspective. *Not offered in 1992-93.*

History 328 (1)

Anti-Semitism in Historical Perspective

History 334 (2)*

Seminar. European Cultural History

History 338 (1)

Seminar. European Resistance Movements in World War II

History 367

Seminar. Jewish Ethnicity and Citizenship. *Not offered in 1992-93.*

Philosophy 219

The Soul in Medieval Philosophy. *Not offered in 1992-93.*

Political Science 326

International Politics in the Middle East. *Not offered in 1992-93.*

Religion 104 (1) (2)

Introduction to the Hebrew Bible/Old Testament

Religion 105 (1) (2)

Introduction to the New Testament

Religion 140 (1)

Introduction to Jewish Civilization

Religion 199 (1-2)

Elementary Hebrew

Religion 202

Archaeology and the Bible. *Not offered in 1992-93.*

Religion 204

Law, Social Order and Religious Practice in the Hebrew Bible/Old Testament. *Not offered in 1992-93.*

Religion 205 (1)

Genesis and the Ancient Near East Mythologies

Religion 206

Wisdom, Love and Life's Meaning in the Hebrew Bible/Old Testament. *Not offered in 1992-93.*

Religion 241 (2)

Introduction to Rabbinic Literature

Religion 242

Rabbis, Romans and Archaeology. *Not offered in 1992-93.*

Religion 243 (2)

Women in the Biblical World

Religion 245

Hebrew and Yiddish Literature in Translation. *Not offered in 1992-93.*

Religion 299 (1) (2)

Intermediate Hebrew

Religion 303

Seminar. Themes in the History of Bible Interpretation. *Not offered in 1992-93.*

Religion 340 (2)

Seminar. The Holocaust

Spanish 252

Christians, Jews and Moors: The Spirit of Spain in Its Literature. *Not offered in 1992-93.*

Spanish 267

The Writer and Human Rights in Latin America. *Not offered in 1992-93.*

Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Levitt*

The major in Language Studies offers to students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology, and psychology of language.

The major in Language Studies has a number of core requirements. Students must take a minimum of four Language Studies courses: Language Studies 114 (Introduction to Linguistics), and either Language Studies 237 (History and Structure of the Romance Languages) or Language Studies 238 (Sociolinguistics) or Language Studies 240 (The Sounds of Language) or Language Studies 244 (Language: Form and Meaning); and Language Studies 312 (Bilingualism: An Exploration of Language, Mind, and Culture) or Language Studies 322 (Child Language Acquisition). In addition, majors must elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings in the major.

114 (1) Introduction to Linguistics

Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed. *Open to all students.*

Ms. Levitt

237 History and Structure of the Romance Languages

Open to students of French, Italian, Spanish and Latin. This course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of

view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. Prerequisite: 114 or permission of the instructor. *Not offered in 1992-94.*

Ms. Levitt

238 Sociolinguistics

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive study of women's language. *Prerequisite: 114 or permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Levitt

240 (2) The Sounds of Language

Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?). Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of the speech analysis facilities of the Sound-Imaging Lab. *Prerequisite: 114 or by permission of the instructor.*

Ms. Levitt

244 Language: Form and Meaning

Even babies can learn a language, yet scores of determined researchers have been unable to devise a satisfactory description of its structure. This course will examine some basic questions about language: What do we know when we know a language? How does meaning arise from the form of sentences? What are universal properties of human languages? What does the structure of conversation and texts contribute to understanding? In the process, we will investigate specific problems in syntax, semantics, and pragmatics — and look at some theories devised to resolve these problems. This course provides a strong foundation for studies in linguistics, cognitive science, artificial intelligence, and the philosophy of language. *Prerequisite: Language Studies 114. Not offered in 1992-93.*

Ms. Herskovits

**312 (2) Bilingualism: An Exploration of
Language, Mind, and Culture**

Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: The detection of "foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another; effects of extended bilingualism on language development and change; and political and educational impact of a government's establishing official bilingualism. *Prerequisite: an appropriate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor.*

Ms. Levitt

322 Child Language Acquisition

Language acquisition in young children. Examination of children's developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax and semantics in the young child. Data from studies of children learning languages other than English will also be considered. *Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Levitt

The following courses are available for credit in Language Studies:

Computer Science 235 (2)
Languages and Automata

Computer Science 333
Computer Models of Natural Language. *Not offered in 1992-93.*

Education 308 (1)
Seminar. Foreign Language Methodology

French 222 (1) (2)
Studies in Language I

French 308 (1)
Advanced Studies in Language I

French 309 (2)
Advanced Studies in Language II

Philosophy 207
Philosophy of Language. *Not offered in 1992-93.*

Philosophy 215 (1)
Philosophy of Mind

Philosophy 216 (1) (2)
Logic

Psychology 216
Psychology of Language. *Not offered in 1992-93.*

Psychology 330 (2)
Seminar. Cognitive Science

Russian 301 (1)
Advanced Russian

Latin American Studies

A STRUCTURED INDIVIDUAL MAJOR

Directors: *Roses, Wasserspring*

The Latin American Studies major is a *structured individual major*. Students must submit a plan of study following the requirements listed below for approval by the two Directors listed above.

The Latin American Studies structured individual major requires a minimum of nine courses, with a concentration of four courses in one of the following departments: Anthropology, Political Science, or Spanish. Of these nine courses constituting a minimum for the major, at least two must be taken at the three hundred level. It is recommended that one of these two be a seminar. The student will select her courses in consultation with two faculty members of her choice.

The student must exhibit a degree of proficiency in the oral and written use of Spanish by successful completion of two (2) Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). Alternatively, a student may demonstrate proficiency through testing and interviews with Spanish department faculty. In the case where the student's area of interest is better served by proficiency in another language (Portuguese, Quechua, Guarani, Maya-Quich), etc.) that language may be substituted in consultation with the student's advisors.

Majors devise their own programs in consultation with the Directors of Latin American Studies. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Latin American Studies. The asterisk also signifies that assignments in the course will include relevant Latin American research.

Africana Studies 210

Folk and Ritual Music of the Caribbean. *Not offered in 1992-93.*

Africana Studies 229

Color, Race, & Class in Latin American Development. *Not offered in 1992-93.*

Africana Studies 234 (2)

Introduction to West Indian Literature. *Not offered in 1992-93.*

Africana Studies 335

Women Writers of the English-Speaking Caribbean. *Not offered in 1992-93.*

Anthropology 210 (2)*

Racism and Ethnic Conflict in the U.S. and the Third World

Anthropology 236 (2)

Witchcraft, Magic, and Ritual: Theory and Practice

Anthropology 246

Societies of Central America and the Caribbean. *Not offered in 1992-93.*

Anthropology 249

Traditional Societies of Post Conquest South America. *Not offered in 1992-93.*

Anthropology 275 *

Technology and Society in the Third World. *Not offered in 1992-93.*

Anthropology 346 (1) *

Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Economics 220 (1) *

Development Economics

Economics 320 (2) *

Seminar. Economic Development

Peace Studies 259 (2)

Peace and Conflict Resolution

Political Science 204 (1) *

Political Economy of Development and Underdevelopment

Political Science 207 (2)

Politics of Latin America

Political Science 302 *

Seminar. Communist Parties and Socialist Societies. *Not offered in 1992-93.*

Political Science 305 (1) *

Seminar. Military in Politics

Political Science 306 (1) *

Seminar. Revolutions in the Modern World

Political Science 307 (2) *

Seminar. Gender, Culture, and Political Change

Political Science 323 (1) *

The Politics of Economic Interdependence

Political Science 342 (2) *

Marxist Political Theory

Political Science 348 (1) *

Seminar. Problems in North-South Relations

Religion 218 *

Religion in America. *Not offered in 1992-93.*

Religion 221 (1) *

Catholic Studies

Religion 226 *

Liberation Theology. *Not offered in 1992-93.*

Religion 316 *

Seminar. The Virgin Mary. *Not offered in 1992-93.*

Religion 323 *

Seminar. Theology. *Not offered in 1992-93.*

Spanish 241 (1) (2)

Oral and Written Communication

Spanish 242 (2)

Linguistic and Literary Skill

Spanish 251 (2)

Freedom and Repression in Spanish American Literature. *Not offered in 1992-93.*

Spanish 253 (2)

The Spanish American Short Narrative

Spanish 255

Chicano Literature: From the Chronicles to the Present. *Not offered in 1992-93.*

Spanish 263

Latin American Literature: Fantasy and Revolution. *Not offered in 1992-93.*

Spanish 266 *

History of Spain. *Not offered in 1992-93.*

Spanish 267

The Writer and Human Rights in Latin America. *Not offered in 1992-93.*

Spanish 269

Caribbean Literature and Culture. *Not offered in 1992-93.*

Spanish 305

Hispanic Literature of the United States. *Not offered in 1992-93.*

Spanish 311

Seminar. The Literary World of Gabriel Garcia Marquez and the Post-Boom. *Not offered in 1992-93.*

Spanish 317 (1)

Latin American Colonial Literature

Spanish/PRESHCO

History of Spain: The Colonization of (Spanish) America

Women's Studies 220 *

Women, Peace and Protest: Cross-cultural Visions of Women's Actions. *Not offered in 1992-93.*

Women's Studies 222 (2) *

Women in Contemporary Society: Different Ways of Knowing

Women's Studies 330 (2) *

Seminar. Twentieth-Century Feminist Movements in the First and Third Worlds

360* Senior Thesis Research

370* Senior Thesis

ALSO: Courses taken in approved programs in Mexico, Ecuador, Argentina, and other Latin American sites by permission of the Directors.

Mathematics

Professor: *Hirschhorn, Magid (Chair), Shuchat^A, Shultz, Sontag, Wang, Wilcox^{A1}*

Associate Professor: *Morton*

Assistant Professor: *Barrett, Bu, Rose, Winters*

Instructor: *Gutschera, Poe*

Most courses meet for two periods weekly with a third period approximately every other week.

100 (1) (2) Introduction to Mathematical Thought

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected. *Not open to students who have taken 115 or the equivalent.*

The Staff

102 (1) (2) Applications of Mathematics without Calculus

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected. *Open to all students.*

The Staff

103 (1) Precalculus

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills. 103 does not count toward the Group C distribution requirement. *Open by permission of the department.*

The Staff

115 (1) (2) Calculus I

Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, linear approximation, and differential equations. *Open to all students who have not taken an equivalent course.*

The Staff

116 (1) (2) Calculus II

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes. Sequences and infinite series, power series, Taylor series. *Prerequisite: 115 or the equivalent.*

The Staff

120 (1) Calculus IIA

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. *Open by permission of the department to students who have completed a year of high school calculus. A placement test on techniques of integration and differentiation will be required of everyone enrolled in the course. (Students who have studied Taylor series should elect 205.) Not open to students who have completed 115, 116 or the equivalent.*

The Staff

205 (1) (2) Intermediate Calculus

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Jacobian matrix. Multiple integrals. *Prerequisite: 116, 120, or the equivalent.*

The Staff

206 (1) (2) Linear Algebra

Real and complex vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems. *Prerequisite: 205.*

The Staff

209 (1) (2) Methods of Advanced Calculus

Inverse- and implicit-function theorems. Line integrals, surface integrals, Green's Theorem, Gauss' Theorem, Stokes' Theorem. Introduction to complex-variable theory. Introduction to differential equations. *Prerequisite: 205.*

Mr. Gutschera

210 (2) Differential Equations

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods. *Prerequisite:* 205

The Staff

220 (1) Probability and Elementary Statistics

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population. *Prerequisite:* 116, 120, or the equivalent. Open to first-year students by permission of the instructor.

Ms. Barrett

225 (1) Combinatorics and Graph Theory

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem. *Prerequisite:* 116, 120, or the equivalent.

Ms. Rose

249 (1) Selected Topics

Topic for 1992-93: Symmetry Groups of the Plane. The periodic drawings of M. C. Escher and the tiled walls and floors of the Alhambra are examples of the art of filling the plane with interlocking figures. In this course we shall investigate the symmetries of these "wallpaper patterns." This subject provides an excellent example of the interplay between algebra, geometry and art. The major mathematical goal of the course will be to prove that there are only 17 possibilities for discrete wallpaper groups. If time permits, we will also discuss crystallographic groups in 3 dimensions. *Prerequisite:* 205 or permission of the instructor.

Ms. Rose

250 Topics in Applied Mathematics

Not offered in 1992-93.

302 (1) (2) Elements of Analysis I

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; interchange of limit operations as time permits. *Prerequisite:* 206.

Ms. Sontag, Mr. Wilcox

303 (1) Elements of Analysis II

Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Prerequisite:* 302.

Mr. Bu

305 (1) (2) Modern Algebraic Theory I

Introduction to groups, rings, integral domains, and fields. *Prerequisite:* 206.

The Staff

306 (2) Modern Algebraic Theory II

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory. *Prerequisite:* 305.

Ms. Rose

307 (1) Topology

Introduction to point-set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Prerequisite:* 302. *Not offered in 1993-94.*

309 (2) Foundations of Mathematics

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Prerequisite:* 302 or 305. *Not offered in 1992-93. Offered in 1993-94.*

The Staff

310 (2) Functions of a Complex Variable

Analytic functions. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities; mapping properties of analytic functions. Additional topics such as conformal mapping and Riemann surfaces as time permits. *Prerequisite:* 209 and 302.

349 (2) Selected Topics

Topic for 1992-93: Number Theory. Topics include: Quadratic reciprocity, Gauss sums and Jacobi sums and their connection to diophantine equations and reciprocity laws, continued fractions, distribution of prime numbers and arithmetic functions, primes in arithmetic progression, some unsolved problems in number theory. The course will have a discovery component. Students will use Mathematica to search for patterns and find evidence for conjectures, and learn specific problem solving techniques. *Prerequisite:* 305.

Mr. Morton

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 115, 116, 120, or 205 according to their previous courses and examination results. Students may not enroll in a course equivalent to one for which they have received high school or college credit. No special examination is necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205.

Students who are well prepared in calculus may receive partial exemption from the group C distribution requirement without course credit by taking exemption examinations. Exemption examinations are offered only for 115 and 116.

Directions for Election

Students majoring in mathematics must complete 115 and 116 (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206, 209, 302, 305, and one other 300-level course. Majors are strongly encouraged to participate in the Mathematics Student Seminar. This seminar will be required starting with the class of 1994. The Mathematics Student Seminar is a weekly seminar in which majors and interested students have the opportunity to make a short presentation on a topic of interest.

Students expecting to major in mathematics should complete 206 before the junior year. In order to take 310, a student must first complete 209 as well as 302.

Students expecting to do graduate work in mathematics should elect 302, 303, 305, and at least three other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206, 209 and (B) two additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students interested in teaching mathematics at the secondary school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education.

Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 303, 305, and three other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.

Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: Cox, Fergusson

The major in Medieval/Renaissance Studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language. To ensure that breadth of knowledge is not achieved at the expense of depth, however, majors are required to elect at least four units of work above the Grade I level from the offerings in one department. (See the list of available courses.) Each year a seminar is offered in which more than one member of the faculty participate and which is especially designed to accommodate the needs and interests of the majors. The Majors Seminar for 1992-93 is Art 330: Images of Women in Venetian and North Italian Renaissance Painting and Sculpture. A minimum major consists of eight courses, of which at least two must be at the Grade III level.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum students can learn to perform Medieval and Renaissance music. See the description under Music.

Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

247 (2) Arthurian Legends

A survey of legends connected with King Arthur from the sixth century through the fifteenth with some attention to the new interpretations in nineteenth and twentieth centuries. Special lectures by members of the Medieval/Renaissance studies program. *Open to sophomores, juniors, and seniors; and also to first year students by permission of the instructor.*

Ms. Lynch

248 (1) Love in the Middle Ages

In the twelfth century love, both secular and sacred, became an obsessive subject for poets and writers. This course is an introduction to representative medieval discourses of desire. It will explore the variety of ideas of love seen in texts such as troubador poetry written by both men and women, romances such as Beroul's *Tristan*, St. Bernard's sermons on the Song of Songs, the letters of Eloise and Abelard, lyrics of Rumi and Abraham Ibn Ezra, and Dante's *Vita Nuova*. We will look at the social and cultural contexts of these works and pay particular attention to the dialectical relation between sacred and profane conceptions of love within and among them. *Open to all students except those who have taken 335.*

Ms. Jacoff

Among other courses that count toward the major are:

Art 100 (1)
Introductory Course

Art 202 (1)
Medieval Representational Arts

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 247
Islamic Art and Culture. *Not offered in 1992-93.*

Art 250
From Giotto to the Art of the Courts: Italy and France, 1300-1420. *Not offered in 1992-93.*

Art 251 (2)
Italian Renaissance Art: Painting and sculpture in Italy in the fifteenth and early sixteenth centuries

Art 254
Urban Form: Medieval, Renaissance, and Baroque. *Not offered in 1992-93.*

Art 304 (2)
Seminar. Problems in Italian Renaissance Sculpture. *Not offered in 1992-93.*

Art 311 (1)
Northern European Painting and Printmaking

Art 330 (1)
Seminar. Renaissance Art in Venice and Northern Italy. Topic for 1992-93: Images of Women in Venetian and Northern Italian Renaissance Painting and Sculpture

Art 332
Seminar. The Thirteenth-Century King as Patron. *Not offered in 1992-93.*

- English 112 (1)**
Introduction to Shakespeare
- English 211**
Medieval Literature. *Not offered in 1992-93.*
- English 213 (1)**
Chaucer
- English 216 (1)**
English Survey: Anglo Saxon times to the present
- English 222**
Renaissance Literature: An introduction to major Renaissance authors. *Not offered in 1992-93.*
- English 223 (1)**
Shakespeare Part I: The Elizabethan Period
- English 224 (2)**
Shakespeare Part II: The Jacobean Period
- English 315 (1)**
Advanced Studies in Medieval Literature. Topic for 1992-93: The "Exotic" East in Medieval Literature
- English 324**
Advanced Studies in Shakespeare. *Not offered in 1992-93.*
- English 325 (2)**
Advanced Studies in Sixteenth- and Seventeenth-Century Literature. Topic for 1992-93: Women, Sexuality, and Representation in the Renaissance
- Extrdepartmental 200 (1)**
Classic Western Texts in Contemporary Perspective
- French 212**
Studies in the Middle Ages and Renaissance. *Not offered in 1992-93.*
- French 301**
Advanced Studies in the Middle Ages and Renaissance. *Not offered in 1992-93.*
- History 100 (1)**
Introduction to Western Civilization
- History 217**
The Making of European Jewry 1085-1815. *Not offered in 1992-93.*
- History 219**
The Jews of Spain and the Lands of Islam. *Not offered in 1992-93.*
- History 223 (2)**
From Closed World to Infinite Universe
- History 229**
Alexander the Great: Psychopath or Philosopher King? *Not offered in 1992-93.*
- History 230**
Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1992-93.*
- History 231 (2)**
History of Rome
- History 232 (2)**
The Medieval World, 1000 to 1300
- History 233 (1)**
Renaissance Italy
- History 235**
The Formation of European Culture: Middle Ages & Renaissance. *Not offered in 1992-93.*
- History 238 (1)**
English History: 1066 and All That
- History 239**
English History: Henry VIII and Elizabeth I. *Not offered in 1992-93.*
- History 330 Seminar.**
Medieval Heroes and Heroines. *Not offered in 1992-93.*
- History 333 (2)**
Seminar. Renaissance Florence
- Italian 263 (1)**
Dante (in English)
- Italian 265**
Literature of the Italian Renaissance (in English). *Not offered in 1992-93.*
- Italian 273**
Studies in Italian Renaissance Literature. *Not offered in 1992-93.*
- Music 200 (1)**
Design in Music
- Philosophy 219**
The Soul in Medieval Philosophy. *Not offered in 1992-93.*
- Political Science 240 (1)**
Classical and Medieval Political Theory
- Religion 215**
Christian Classics. *Not offered in 1992-93.*
- Religion 216**
History of Christian Thought: 100-1400. *Not offered in 1992-93.*
- Religion 225 (1)**
Women in Christianity
- Religion 262**
Formation of Islam. *Not offered in 1992-93.*

Religion 316

Seminar. The Virgin Mary. *Not offered in 1992-93.*

Religion 362

Seminar. Religion and the State in Islam. *Not offered in 1992-93.*

Spanish 252

Christians, Jews, and Moors: The Spirit of Spain in Its Literature. *Not offered in 1992-93.*

Spanish 302 (1)

Cervantes

Spanish 318 (2)

Seminar. Love and Desire in Spain's Early Literature

Music

Professor: Zallman (Chair), Brody, Fleurant

Associate Professor: Fisk, Adams

Assistant Professor: Cumming^A, DeFotis^A, Anderson, Panettta

Instructor: Barringer, Pannett

Chamber Music Society: Cirillo (Director), Plaster (Assistant Director), Stumpf

Instructor in Performing Music:

Piano: Fisk, Shapiro, Alderman, Barringer (jazz piano and keyboard improvisation), Urban (keyboard skills)

Voice: O'Donnell, Hewitt-Didham

Violin: Cirillo

Viola: Gazouleas

Violoncello: Moerschel

Double Bass: Coleman

Flute: Krueger, Preble

Oboe: Gore

Clarinet: Vaverka

Bassoon: Plaster

French Horn: Gainsforth

Trumpet: Hall

Trombone: Sanders

Organ: Christie

Harp: Rupert

Guitar and Lute: Collver-Jacobson (Collegium Musicum)

Saxophone: Malone

Harpichord and Continuo: Cleverdon

Viola da Gamba: Jeppesen (Collegium Musicum)

Recorder: Stillman (Collegium Musicum)

Performance Workshop: Coleman

99 (1-2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. *For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344.* ^A A basic skills test is mandatory for all students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.

The Staff

100 (1) (2) Style in Music

A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Vivaldi and Bach) to the first decade of the present century (Debussy, Stravinsky and Schoen-

berg). Not to be counted toward the major. Two lectures and one section meeting. Open to all students.

Mr. Pannett

106 (1) Topics in Ethnomusicology

Topic for 1992-93: Music and Rituals of the Black World. Emphasis on the religious music of Africa, the Caribbean and the United States. Ritual music of the Ewe/Fon, Kongo, and Yorba ethnic groups of West Africa will be studied and its influence in the Candomble, Kumina, Sante-ria, Vodun, Spirituals and Blues explored. Class-work will involve active experience of the musical material studied. Not to be counted toward the major in music. *Open to all students.*

Mr. Fleurant

111 (1) The Language of Music

Preparation in the primary elements of music emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory. *Open to all students.*

Mr. Brody

115 (1) (2) Musicianship

Thorough grounding in elements of tonal music through practice in scales, intervals, triads and rhythmic notation, accompanied by regular ear-training sessions. Students will apply the skills they acquire to the analysis of works from the standard repertory and will learn to compose simple four-part harmonic progressions. Normally followed by 202. Two class meetings and one 60-minute laboratory. *Open to all students who have passed the basic skills test.*

Mr. Anderson, Mr. Fisk

199 (1-2) Performing Music—Intermediate

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. One credit is given for a year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Open by audition, for a limited number of spaces, to students who are taking, have taken, or have exempted Music 115. Completion of an additional music course is required before credit is given for a second year of 199.

* A basic skills test is mandatory for all students wishing to audition for 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period.

A student other than a pianist who wishes to apply for Music 199 should request detailed information concerning audition requirements for her instrument (including voice) by writing to the Chair, Department of Music. *No credit will be given for this course unless both semesters are completed satisfactorily.*

The Staff

200 (1-2) Design in Music

A survey of music history from Gregorian chant to electronic music. Live performance when possible. 200 (1) deals with the music of the middle ages, Renaissance, and baroque (to 1750); 200 (2) deals with classical, romantic, and twentieth-century music. Emphasis on recognition of forms and styles, and on analysis of scores. One unit of credit may be given for the first semester. Three periods. *Prerequisite:* 202.

Mr. Panetta

202 (2) Pitch Structure in Tonal Music

A continuation of 115. Concentrated study of the fundamental pitch materials and structures of 18th- and 19th-century music. Students will work toward fluency in species counterpoint, figured bass, and four part chorale harmonization techniques. Three class meetings and one keyboard laboratory. *Prerequisite:* 115.

Ms. Zallman

203 (2) Computer Music: Synthesis Techniques and Compositional Practice

An overview of the fundamental concepts and techniques of digital signal processing and their application to music composition and modelling. Topics include: the technology of the musical instrument frequency modulation, linear synthesis, and phase distortion; the implications of such

technology for musical composition; and computational models of musical structure. Students will work extensively in the Sound and Imaging Laboratory and will be expected to produce brief compositional exercises as well as rudimentary sound synthesis programs. (2 meetings and 1 lab per week.) *Prerequisite: Music 115 or permission of the instructor. Limited to 15 students. Not offered in 1992-93.*

Mr. Brody

205 (2) Twentieth-Century Techniques

Studies in the language and style of the concert music of our century through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the concepts of musical coherence which inform the works of these composers. *Open to students who have taken or exempted Music 115. Students who can read music fluently are also invited with permission of the instructor.*

Mr. Brody

209 (2) Topics in Music History

Topic for 1992-93: Music and the Other Arts. Music, though abstract and self-referential, exists with the other arts in the world of ideas. What relationship does it bear to the other arts? What notions, concepts, ideals do they share? This course will seek resonances between music and other arts, exploring the possibility of common ground, cross-fertilization and shared meaning. Compositions from different centuries will be studied in detail with regard to distinct topics, such as, music and text; proportion, measure and symmetry; narrative. The aim is not to claim absolute correspondence, but rather to broaden cultural awareness and enlarge the musical frame of reference. *Prerequisite: 100, 111, or 115 or 200, or by permission of instructor. Reading knowledge of music required.*

Mr. Anderson

217 (1) Musical Genre and Styles.

Prerequisite: 100, 111, 115, or 200—or by permission of the instructor. Not offered in 1992-93.

299 (1-2) Performing Music—Advanced

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. One credit is given for a year of study. Not to be counted toward the major in music. For further information,

including fees, see *Performing Music: Private Instruction and Academic Credit*. See also Music 99, 199, and 344.

Open by audition for a limited number of spaces, to students who have taken or exempted Music 115. One music course on the Grade II level or above must be completed for each unit of credit to be granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student auditioning for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students wishing to audition for 299 should request detailed audition requirements. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 199.*

The Staff

302 (1) Compositional Functions of Harmony

Written exercises will focus on harmonizing tonal melodies. Range of study will include harmonic functionality, techniques of expansion and prolongation, especially in cadential patterns, and the interaction of tonal harmony and rhythm. A keyboard laboratory on figured-bass realization and continuo playing in the baroque style, in which work is geared to individual student's needs, is a component of this course. Three class meetings and one 60 minute laboratory. *Prerequisite: 202.*

Mr. Anderson, Ms. Cleverdon

306 (2) Tonal Analysis

The normal continuation of 302. Analysis of the harmonic forms of classically tonal music from D. Scarlatti to Brahms emphasizing the study of expanded binary and ternary forms: sonata, minuet and trio, and theme and variations. A continuation of the keyboard laboratory in figuredbass and continuo. Three class meetings and keyboard laboratory. *Prerequisite: 302.*

Mr. Brody, Ms. Cleverdon

308 (2) Choral and Orchestral Conducting

Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials and projects designed according to the student's development and interest. *Prerequisite: 200, 302, and 306 (which may be taken concurrently), or by permission of the instructor.*

Mr. Adams

313 (2) Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Students will attend Music 205 classes and will focus on the composition of complete pieces in addition to regular class assignments. *Open to students who have taken 115 or have taken or are taking 200 or 202.*

Mr. Brody

314 (2) Tonal Composition

A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313. *Prerequisite: 302. Not offered in 1992-93.*

317 (1) Seminar. The Baroque Era

Not offered in 1992-93.

318 (2) The Classical Era

Prerequisite: 200 and 302, or by permission of the instructor. Not offered in 1992-93.

319 (2) Seminar. The Nineteenth Century

Brahms: his music, life and times. Studies of selected works, including chamber music, compositions for solo piano, choral music, lieder, symphony, concerto, and transcriptions. Brahms' relationships with Clara Schumann, Joachim and others, particularly as revealed in their letters. Brahms' activities on behalf of early music; his relation to the musical culture of his own time. *Prerequisite: 200. Corequisite: 302.*

Mr. Pannett

320 (1) Seminar. The Twentieth Century

Topic for 1992-93: Stravinsky and Modernism. A consideration of major works composed by Stravinsky over the first seven decades of the Twentieth Century. Special emphasis will be placed on the cultural context and impact of Stravinsky's work in relation both to the music of his immediate predecessors and contemporaries (among them Rimsky-Korsakov, Debussy, Schoenberg, Sessions, and Copland) and modernist artists' thought in general. Stravinsky's compositional techniques will be studied in light of the extensive analytical literature on his music that has recently appeared. Among the principal works to be examined will be *Petrushka*, *Les*

Noces, *Symphony of Psalms*, *The Rake's Progress*, and *Agon*. *Prerequisite: 200 and 202 or permission of instructor.*

Mr. Brody

323 (2) Seminar. Selected Topics

Not offered in 1992-93.

344 (1) (2) Performing Music—A Special Program

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent. Major credit.

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Directed study in analysis, composition, orchestration, or the history of music. Open to qualified juniors and seniors by permission.

360 Senior Thesis Research 1 or 2

By permission of department. See Directions for Election and p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Africana Studies 209

Culture, Music and Society in Africa. *Not offered in 1992-93.*

Africana Studies 210

Folk and Ritual Music of the Caribbean. *Not offered in 1992-93.*

Directions for Election

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work. One of these four units must be a seminar, and one must be an advanced music-writing course. Students who major in music are encouraged to explore their special areas of interest; composition, many kinds of literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for many kinds of work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship—through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills including keyboard harmony, sight reading and score reading is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

A minor in music (5 units) consists of: (A) 115 and (B) 200(2 units), 202 and (C) 1 additional unit at the 200 or 300 level.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the

Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

The music department owns 38 pianos (which include 27 Steinway grands, two Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krummhorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe. A recent addition to the collection is an 18th-century Venetian viola made by Belosius.

Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

Performance Workshop

The performance workshop is directed by a member of the performing music faculty and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, recorder, lute, classical guitar, saxophone, and jazz piano.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the basic skills and exemption tests are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged \$563 for one lesson per week throughout the year. Students who contract for performing music instruction under Music 99 are charged \$563 for one half-hour lesson per week throughout the year and may register for 45-minute or hour lessons for an additional fee. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is \$45. Performing music fees are payable in advance and are not refundable. Lessons in performing music begin in the first week of each semester.

For purposes of placement, a basic skills examination is given *before* classes start in the fall semester. *All students registered for 111, 115, or private instruction (Music 99-199) are required to take the examination.*

Arrangements for lessons are made at the department office during the first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

Academic Credit

Credit for performing music is granted only for study at Wellesley College. As enrollment in credit study is limited, the final decision for acceptance is based on the student's audition. A faculty jury determines whether or not a student may continue with performing music for credit, and at what level. One unit of credit is granted for two semesters of study in Music 199 and 299. Two semesters of credit study in performing music must be successfully completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graete Whitney '18.

Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley music department.

The Wellesley College Choir

The Wellesley College Choir, consists of approximately 60 singers devoted to the performance of choral music from the Baroque period through

the twentieth century. Endowed funds provide for joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week, and rehearsals are on Tuesdays and Thursdays from 6 to 8 p.m.

The Wellesley College Glee Club

The Glee Club, founded in the fall of 1989, consists of about 70 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provided music at various chapel services and collaborates with the College Choir at the annual Vespers service. Auditions are held each semester during orientation week, and rehearsals are on Mondays and Wednesdays from 5 to 6:15 p.m.

The Wellesley College Chamber Singers

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals. The Chamber Singers rehearse on Tuesdays and Thursdays from 8 to 9 p.m.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a nominal fee of \$35 per semester. Members of such groups are encouraged to take private instruction as well.

Group instruction in classical guitar will also be available for a fee of \$80 per semester.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs.

The Wellesley College Philharmonic

The Wellesley College Philharmonic is a small symphony orchestra with a membership of approximately 40-50 musicians from Wellesley, MIT, and other surrounding college communi-

ties. Selection for membership is based on auditions in the Fall and Spring semesters. The group is directed by a faculty conductor but is run by students with a student assistant conductor, also chosen by audition. Repertoire includes works from several periods for symphonic orchestra, with possibilities for solo performance.

Jazz Workshop

Faculty directed sessions are scheduled throughout the year giving students an opportunity to gain experience in ensemble playing with each other and with professional guest players.

Prism Jazz

Prism Jazz is a faculty-directed jazz ensemble of 9-13 students which plays a wide repertoire of jazz and latin jazz music. The ensemble performs in many campus locations throughout the year and gives joint concerts with other area colleges. Previous jazz experience is not required and rehearsals are Thursdays and alternate Mondays from 7 to 9 p.m.

The MIT Orchestra

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Peace Studies

AN INDIVIDUAL MAJOR

Directors: *Shimony, Wasserspring*

Wellesley College offers an active program designed to acquaint students with current issues and events essential to the maintenance of peace. A major in Peace Studies may be designed according to the provision of the Individual Major option. See p. 55. In addition to lectures, workshops, symposia, and internships, the College offers one course which is specifically sponsored by the Peace Studies Program:

259 (2) (B²) Peace and Conflict Resolution

Topic for 1992-93: Conflict and Conflict Prevention in the Post Cold War Era. A survey of the causes and nature of armed violence in the post Cold War era, and of the means developed (or contemplated) by the world community to diminish the intensity, frequency and duration of such violence. The course will also examine the impact of environmental decline, Third World underdevelopment, and ethnic and racial antagonisms on the global war/peace environment. Students will be expected to prepare a research paper on some aspect of international conflict and its control or prevention. *Open to all students.*

Mr. Klare

In addition to this course, the offerings listed below are representative of other courses in the College which emphasize topics related to peace and conflict resolution.

Africana Studies 205 (1)

The Politics of Race Domination in South Africa. *Not offered in 1992-93.*

Anthropology 200 (2)

Current Issues in Anthropology

Anthropology 210 (2)

Racism, Ethnic Conflict in the United States and the Third World

Anthropology 212 (1)

The Anthropology of Law and Justice

Anthropology 234 (2)

Urban Poverty. *Not offered in 1992-93.*

Anthropology 244 (1)

Societies and Cultures of the Middle East. *Not offered in 1992-93.*

Anthropology 246 (2)
Societies and Cultures of Central America and the Caribbean. *Not offered in 1992-93.*

Anthropology 248 (2)
African Cultures in Modern Perspective. *Not offered in 1992-93.*

Anthropology 275 (1)
Technology and Society in Third World. *Not offered in 1992-93.*

Anthropology 346 (1)
Colonialism, Development and Nationalism: The Nation State and Traditional Society

History 103 (2)
History in Global Perspective: Cultures in Contact and Conflict

History 263 (1)
South Africa in Historical Perspective

History 265
History of Modern Africa. *Not offered in 1992-93.*

History 284
The Middle East in Modern History. *Not offered in 1992-93.*

History 295 (1)
International Relations of the West, 1789-1962

History 311 (2)
1968: The Terrible Year

History 338 (1)
Seminar. European Resistance Movements in World War II

Political Science 221 (1) (2)
World Politics

Political Science 305 (1)
Seminar. The Military in Politics

Political Science 306 (1)
Seminar. Revolutions in the Modern World

Political Science 307 (2)
Seminar. Gender, Culture and Political Change

Political Science 323 (1)
The Politics of Economic Interdependence

Political Science 324
International Security. *Not offered in 1992-93.*

Political Science 326
International Politics in the Middle East. *Not offered in 1992-93.*

Political Science 327 (2)
International Organization

Political Science 328 (1)
The Politics of East-West Relations

Political Science 329 (2)
International Law

Political Science 330 (2)
Seminar. Negotiation and Bargaining

Political Science 331
Seminar. The Politics of the World Food System. *Not offered in 1992-93.*

Political Science 345
Seminar. Human Rights. *Not offered in 1992-93.*

Political Science 348 (1)
Seminar. Problems in North-South Relations

Religion 226
Liberation Theology. *Not offered in 1992-93.*

Religion 230
Ethics. *Not offered in 1992-93.*

Religion 257 (2)
Contemplation and Action

Religion 340 (2)
Seminar. The Holocaust

Sociology 338
Seminar. Topics in Deviance, Law and Social Control. *Not offered in 1992-93.*

Spanish 267
The Writer and Human Rights in Latin America. *Not offered in 1992-93.*

Women's Studies 220
Women, Peace and Protest: Cross-Cultural Visions of Women's Actions. *Not offered in 1992-93.*

Women's Studies 330 (2)
Seminar. Twentieth-Century Feminist Movements in the First and Third World

Philosophy

Professor: *Chaplin, Congleton^A, Flanagan, Menkiti, Piper, Putnam (Chair), Stadler^{A2}, Winkler*

Visiting Professor: *Greenberg*

Assistant Professor: *Galloway, McIntyre*

101 (1) (2) Introduction to Philosophy: Plato and Aristotle

An introduction to philosophy through the works of Plato and Aristotle. The course will explore a wide range of topics in metaphysics, theory of knowledge, political philosophy, and ethics. Particular emphasis will be placed on the early and middle dialogues of Plato, where Socrates is the central figure. Some consideration of followers and critics from Plotinus in late antiquity to feminist/womanist scholars of today. *Open to all students.*

Mrs. Chaplin, Ms. McIntyre

106 (1) (2) Introduction to Moral Philosophy

A study of the central issues in moral philosophy from Plato to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy. *Open to all students.*

Ms. Piper, Mrs. Stadler, Mr. Flanagan

200 (1) (2) Modern Sources of Contemporary Philosophy

A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms and arguments used by philosophers from the seventeenth century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy. *Open to all students.*

Ms. McIntyre, Mr. Winkler

202 (2) Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The

second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to seniors and juniors without prerequisite and to sophomores who have taken one other course in philosophy or by permission of the instructor.*

Mr. Menkiti

203 (1) Philosophy of Art

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. *Open to first year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.*

Mrs. Stadler

204 (2) Philosophy and Literature

This course examines the treatment of time, deliberation, love, and freedom in some selected works. Examined also will be the treatment of individual and social ideals, self-knowledge and self-identity, loyalty and commitment to self and others, and the problem of value revision. The course will end with some general discussion of how literature means—how to untangle the truth in fiction and the fiction in truth. *Open to seniors, juniors and sophomores. Not open to first year students.*

Mr. Menkiti

205 Chinese Philosophy

Introductory study in English translation to the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. Topics include the importance of community and tradition in the Confucian vision of the good life, the debate among Confucians on the question of whether human nature is innately good, the metaphysical visions of the universe in all three philosophies, and Taoist and Ch'an notions of forgetting self and merging with the universe. *Prerequisite: 101 or 106 or 200. Not offered in 1992-93. Offered in 1994-95. Falls under Cooperative Program with Brandeis University.*

207 Philosophy of Language

What is the relation between thought and language? Or between language and the world? What is linguistic meaning, and how does it differ from other kinds of meaning? Why does language matter to philosophy? These are some of the issues we shall discuss, drawing upon the work of Frege, Russell, Quine, Grice, Davidson and Chomsky. *Prerequisite: same as for 203. Not offered in 1992-93. Offered in 1993-94.*

211 (1) Personal Identity

An examination of some major issues involved in the question of personal identity. What am I? What are the conditions of self-identity? How does the identity of the self relate to the identity of a physical object? Is identity an illusion? *Prerequisite: Same as for 203.*

Mr. Greenberg

213 (2) Social and Political Philosophy

An examination of some key issues in social and political philosophy. The basis and limits of legitimate state power. The rights and freedoms of citizens. Conceptions of economic and social justice. Historically significant texts in political philosophy will be juxtaposed to philosophical discussions of current social problems, e.g. civil disobedience, censorship of pornography, affirmative action, etc. *Prerequisite: same as for 203. Not open to students who have taken 209 or 210.*

Mrs. Putnam

214 (2) Metaethics

How do we decide which moral theory to accept? Moral philosophers try to convince us through rational argument that their theories are objectively the right ones. We will examine four such attempts—Brandt's, Nagel's, Gewirth's, and Rawls', and evaluate their justificatory successes and failures. *Prerequisite: 106 or another course in ethical theory.*

Ms. Piper

215 (1) Philosophy of Mind

Topics include the mind-body relation; the emotions; knowledge of one's own mind and other minds; reductionism; philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence. *Open to sophomores, juniors, and seniors.*

Mr. Flanagan

216 (1) (2) Logic

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. *Open to all students.*

Mr. Galloway, Mr. Winkler

217 (1) Philosophy of Science

An introduction to contemporary philosophy of science, concentrating on three issues: (a) What is the relation between theory and evidence in science? (b) What makes a scientific theory good? Is predictive success sufficient, or is literal truth also required? (c) Is science uniquely rational, or do non-scientific methods of belief formation have an equal claim to rationality? *Open to sophomores, juniors, and seniors.*

Mr. Galloway

219 The Soul in Medieval Philosophy

A study of selected theories of the soul in the middle ages, including those of Augustine, Averroes, and especially Thomas Aquinas. Emphasis will be on how these theories reflect the influence of Plato and Aristotle. Among the topics to be discussed are how the souls of animals and humans differ and how this difference is related to the presence of language, science, morality, and artistic production in humans. *Open to sophomores, juniors, and seniors. Not offered in 1992-93.*

222 (2) American Philosophy

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers. *Prerequisite: 200 or History 102 or by permission of the instructor.*

Mrs. Putnam

223 Phenomenology and Existentialism

Central themes in contemporary European philosophy with special emphasis on the contributions of Sören Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre. *Prerequisite:* 200 or other previous study of Kant accepted as equivalent by the instructor. Not offered in 1992-93. Offered in 1994-95.

227 (1) Philosophy and Feminism

A variety of feminist perspectives on issues in ethics, political philosophy, and theory of knowledge. Topics include theories of gender difference in moral reasoning; challenges to liberal views on affirmative action, pornography, and equality; and critiques of scientific theory and practice and traditional theory of knowledge which emphasize gender considerations. *Open to sophomores, juniors, and seniors.*

Ms. McIntyre

249 (1) Medical Ethics

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia. *Prerequisite:* same as for 203.

Mr. Menkiti

256 (2) Topics in Logic

This is a course in formal logic, for those who wish to pursue the subject beyond the level of Philosophy 216. The topics include computing machines and their limitations, the completeness of the First Order Predicate Calculus with Identity, the incompleteness of systems of arithmetic, the indefinability of truth, and the unprovability of consistency. *Prerequisite:* 216, or permission of the instructor.

Mr. Galloway

300 (1) Seminar in Modern Philosophy

Topic for Semester One: Kant. Intensive study of Kant's Critique of Pure Reason. *Prerequisite:* 200.

Ms. Piper

310 (2) Seminar in Ancient Philosophy

Topic for 1992-93: Plato. Intensive study of the works of Plato or the works of Aristotle (offered in alternate years). *Prerequisite:* 101 or Greek 201 or by permission of the instructor.

Mrs. Chaplin

313 Seminar in Advanced Topics in Metaphysics and Epistemology

Not offered in 1992-93. Offered in 1993-94.

326 (1) Philosophy of Law

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller. *Open to juniors and seniors, or by permission of the instructor.*

Mr. Menkiti

330 Seminar in Advanced Topics in Aesthetics

Topic for 1991-92: Problems in Twentieth-Century Art and Philosophy. Critical discussion of twelve philosophical issues raised by recent developments in the arts of the twentieth century. Equal emphasis on the presuppositions implicit in artistic statements and critical debates. Comparison between East and West if time permits. *Prerequisite:* 203 or another course in philosophy approved by the instructor. Not open to students who have taken 328. Not offered in 1992-93. Offered in 1994-95.

340 (1) (2) Seminar in Contemporary Ethical and Political Theory

Topic for Semester One: The objectivity of values. Readings from major contemporary philosophers. Some hold that values are as objective as facts. How objective is that? Others hold that facts are independent of individual or social interests, but that values are relative either to cultural or to individual interests. We shall study the views of moral realists, moral relativists, expressivists and pragmatists. *Prerequisite:* 106 or 214 or another course in moral philosophy.

Mrs. Putnam

Topic for Semester Two: Responsibility, Liability, and Punishment. When, and why, is insanity an acceptable defense for criminal actions? Why do we punish the agents of successful criminal attempts more severely than the agents of unsuccessful ones? Is capital punishment ever justified? Philosophical discussions of these and other questions concerning responsibility in morality and law will be combined with case-study materials drawn from court cases, legal theory, and public policy debates. *Prerequisite: 106, 213, or another course in Philosophy or Political Science approved by the instructor.*

Ms. McIntyre

345 (2) Seminar: Advanced Topics in Philosophy of Psychology and Social Science

Topic for 1992-93: Consciousness. Discussion of recent philosophical work on the nature of consciousness and the adequacy of contemporary materialist approaches to consciousness. *Prerequisite: Philosophy 215 or Psychology 330.*

Mr. Flanagan

349 (1) (2) Seminar: Selected Topics in Philosophy

Topic for Semester One: Contemporary Analytic Philosophy. Covers major figures and schools of philosophy in the twentieth century. Emphasis on the role of logic and language in solving philosophical problems, such as the possibility of doing metaphysics, and whether there are a priori, necessary, or analytic truths. *Prerequisite: 200.*

Mr. Greenberg

Topic for Semester Two: Choice and Decision. In this seminar, we shall examine the philosophical foundations of decision theory—an amalgam of mathematical, logical, and philosophical theories concerning rational decision making which is of fundamental importance to the philosophy of science, ethics, political philosophy and metaphysics. We will learn how to use the theory, but we will concentrate on trying to understand it via a study of several philosophical arguments of a decision-theoretic character, including Hobbes's argument that cooperation without government is impossible, the Rawls-Harsanyi controversy over the correct distributive norms for a democratic society, and Gauthier's attempts to reconcile morality with the pursuit of self-interest. *Prerequisite: 216 or permission of the instructor, and one other philosophy course.*

Mr. Galloway

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Course

For Credit

Education 102M (2) (B¹)

Education in Philosophical Perspective

Directions for Election

A major in philosophy consists of eight courses. Philosophy majors are expected to elect at least two courses from each of the following three areas. Under changes that went into effect in 1989/90, several of the courses listed below have been dropped from the curriculum, e.g., 212, 220, 221; or have been consolidated into one course, e.g., 209/210 has been consolidated as 213; or have been consolidated under descriptions in which topics will vary from year to year, e.g., 311/312 is now 310 but will alternate, just as 311 and 312 did, between Plato and Aristotle. Likewise, 314 and 336 are now consolidated under 313 with topics changing annually; 338 and 339 are consolidated under 340, as are the former 328 and 329 under 330. Departmental distribution requirements have not changed. Courses no longer offered will continue to satisfy distribution requirements for students who have already taken them. Furthermore, students may take consolidated courses with the same numbers so long as the topics have changed (the different topic will be clearly indicated in the bulletin and on the transcript). Until all students who have studied under the unrevised curriculum have graduated, students will have to pay attention to the content of their courses as well as their numbers in making sure they satisfy departmental distribution requirements. Faculty members will be happy to clarify any ambiguities.

The following constitute the departmental distribution requirements:

A. *Historical*: 101, 200, 202, 212, 219, 220, 221, 222, 223, 300, 302, 303, 310, 311, 312, 349 (where topic is appropriate). B. *Value Theory*: 106, 202, 203, 204, 205, 209, 210, 211, 212, 213, 214, 227, 249, 326, 328, 329, 330, 338, 339, 340, 347, 349 (where topic is appropriate). C. *Metaphysics and Theory of Knowledge*: 202, 205, 207, 215, 216, 217, 218, 220, 256, 313, 314, 327, 336, 345, 348, 349 (where topic is appropriate).

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy. Students planning graduate work in philosophy should acquire a reading knowledge of Latin, Greek, French, or German.

A minor in philosophy (five courses) consists of: (A) 200, and (B) one course at the 300 level, and (C) three additional courses, at least two of them above the 100 level.

The department offers the following options for earning honors in the major field: (1) writing a Thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis-Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991-92, Brandeis and

Wellesley will be exchanging faculty on a regular basis to enhance the curricular offerings at each institution. In 1992-93, Professor Robert Greenberg will visit from Brandeis in the fall and teach 211 Personal Identity and 349 Contemporary Analytic Philosophy.

Physical Education and Athletics

Professor: O'Neal (*Chair/Athletic Director*),
Batchelder, Vaughan

Associate Professor: Cochran

Assistant Professor: Bauman, Campbell,
Daggett, Dix, Hagerstrom, Paul, Peck

Instructor: Babington, Battle, Choate, Colby,
Hersbkowitz, Klein, Landau, Lillevand,
Medeiros, Normandeau, Slocum, Weaver,
Williams, Woods, Young

121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four terms, two each semester. To complete the College work in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each term, but certain activities give 3 or more credit points. Several activities are divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook, and is distributed to each student prior to fall registration. The total program of activities offered in 1992-93 in very general terms follows.

Activity Courses usually scheduled for a semester (2 terms):

- First Semester:* Ballet, Jazz Dance, Modern Dance, SCUBA, Self-Defense, Yoga
- Second Semester:* Ballet, Golf, Jazz Dance, Modern Dance, Performance Dance Workshop, SCUBA, Self-Defense, WSL, Yoga

Activity Courses usually scheduled for Wintersession: Lifeguard Training

Activity Courses usually scheduled for a term:

Activity	Term
aerobics	2,3,4
aquarobics	2

Activity	Term
archery	1,2,4
badminton	2,3
canoeing	1,4
crew	1,4
CPR/first aid	2,4
cross training	4
downhill skiing	3
ethnic dance	1,2,3,4
fencing	1,2,3
fitness walking	1,3
golf	1,4
horseback riding	1,2,3,4
lacrosse	2
racquetball	2,3
running	1,4
sailing	1,4
squash	1,2,3,4
stretch and strengthen	1,2,3,4
swimming	1,2,3
tennis	1,2,3,4
volleyball	1,4
wellness	1,2,3,4

Physical Education and Athletics (Academic Credit) 205 (2) Sports Medicine

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. Academic credit only. *Open to all students.*

Ms. Bauman

Intercollegiate Program

There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:

- Basketball
- Crew
- Cross-country running
- Fencing
- Field Hockey
- Lacrosse
- Soccer
- Squash
- Swimming/Diving
- Tennis
- Volleyball

Directions for Election

Each student is expected to complete a minimum of two terms a year until Physical Education 121 is completed. A student may elect a term or semester course, two courses concurrently, or may choose not to elect a course during some terms.

Students should select courses which meet their present and projected interest in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the Department and the College Health Services. Upon recommendation of a College physician and permission of the Department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. College faculty and staff may elect activities with permission of the Department.

Physics

Professor: *Brown, Ducas*^{A2}

Associate Professor: *Quivers (Chair), Berg*

Assistant Professor: *Stark, Hu, Lynker*

Laboratory Instructor: *Bauer, Wardell, O'Neill*

Unless otherwise noted, all courses meet for two periods of lecture weekly, and courses "with laboratory" have one three-and-one-half hour laboratory appointment weekly. A number of courses have weekly discussions noted in their course descriptions.

100 (2) Musical Acoustics

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Ms. Brown

101 (1) Frontiers of Physics

An overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Mr. Berg

102 (2) Musical Acoustics with Laboratory

Same description as 100 except the course is offered with laboratory in alternate weeks and the students will not write a term paper. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1992-93.*

Ms. Brown

103 (1) Physics of Whales and Porpoises

An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces);

metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Laboratories and field trip. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students. Not offered in 1992-93.*

Mr. Ducas

104 (1) Basic Concepts in Physics I with Laboratory

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meeting weekly. *Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission. May not be taken in addition to 107. Prerequisite or corequisite: Mathematics 115 or 120.*

Ms. Brown

106 (2) Basic Concepts in Physics II with Laboratory

Wave phenomena, electricity and magnetism, light and optics. Discussion meeting weekly. 106 is normally a terminal course. *Prerequisite: 104 and Mathematics 115 or 120.*

Staff

107 (1) (2) Introductory Physics I with Laboratory

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, gravitation and basic thermodynamics. Discussion meeting weekly. *Open to students who offer physics for admission. May not be taken in addition to 104. Prerequisite: Mathematics 115 or 120.*

Mr. Ducas (1), Ms. Hu (2)

108 (1) (2) Introductory Physics II with Laboratory

Wave phenomena, electricity and magnetism, light and optics. Discussion meeting weekly. *Prerequisite: 107, (or 104 and permission of the instructor) and Mathematics 116 or 120.*

Staff

202 (1) Modern Physics with Laboratory

Basic principles of quantum theory and of atomic and nuclear structure. Introduction to thermodynamics and statistical mechanics. *Prerequisite: 108 or permission of the instructor and Mathematics 116 or 120.*

Mr. Quivers

203 (2) Vibrations, Waves, and Special Relativity with Laboratory

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from optics, acoustics and nuclear magnetic resonance spectroscopy. Special theory of relativity. *Prerequisite: 108 or permission of the instructor, Mathematics 116 or 120 and Extradepartmental 216. Some computer programming experience is recommended.*

Mr. Berg

219 (2) Modern Electronics Laboratory

Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, digital circuits based on both combinational and sequential logic, and construction of a microcomputer based on a 68000 microprocessor programmed in machine language. Two laboratories per week and no formal lecture appointments. *Prerequisites: Physics 106 or 108 or permission of instructor.*

Staff

222 (1) Medical Physics

The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (MRI, CAT scans, ultrasound, etc.) and lasers in medicine. *Prerequisite: 106, or 108, and Mathematics 115 or 120, or by permission of the instructor. Not offered in 1992-93.*

Mr. Ducas

302 (1) Quantum Mechanics

Interpretative postulates of quantum mechanics, solutions to the Schrodinger equation, operator theory, perturbation theory, scattering, matrices. Discussion meeting weekly. *Prerequisite: 202, 203 and Extradepartmental 216.*

Mr. Stark

305 (2) Thermodynamics and Statistical Mechanics

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory. *Prerequisite:* 202 or permission of the instructor and Extradepartmental 216.

Mr. Quivers

306 (1) Mechanics

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics. *Prerequisite:* 203 and Extradepartmental 216 or permission of the instructor.

Ms. Hu

314 (2) Electromagnetic Theory

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation. Discussion meeting weekly. *Prerequisite:* 108 and Extradepartmental 216.

Ms. Brown

349 (2) Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the WKB method will be developed. Applications to problems in atomic, molecular, and solid-state physics, as well as basic non-linear optics, will be discussed. One lecture and one laboratory per week. *Prerequisite:* Physics 302 or Chemistry 333, or by permission of the instructor.

Mr. Berg

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Course

For Credit

Extradepartmental 216 (1) (C)

Mathematics for the Physical Sciences

Directions for Election

A major in physics should ordinarily include 108, 202, 203, 302, 305, 306 and 314. Extradepartmental 216 or Mathematics 209 is an additional requirement. 349 is strongly recommended. One unit of another laboratory science is recommended. For non-majors, AP credit in Physics does not fulfill the Group C requirement for a laboratory science course.

A minor in physics (6 units) should ordinarily include: 104 or 107, 108, 202, 203, 302 (or another unit at the 300 level), and Extradepartmental 216. 350 cannot be counted as a 300 level unit.

Some graduate schools require a reading knowledge of French, German or Russian.

Exemption Examination

An examination for exemption from Physics 108 is offered to students who present one admission unit in Physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

Political Science

Professor: Miller, Schechter, Rich, Stettner^A,
Keohane, Just, Paarlberg^A, Krieger (Chair)

Associate Professor: Joseph, Murphy

Assistant Professor: Drucker, Rao, Robles,
Entmacher

Instructor: Kamsler, Camerra-Rowe, Dawson

Lecturer: Wasserspring, Leymaster

101 (1) (2) Introduction to Politics

Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems in leadership, economic development, and social inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Aristotle, Madison, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science. *Open to all students.*

The Staff

Comparative Politics

204 (1) Political Economy of Development and Underdevelopment

An analysis of the national and international contexts of political and economic problems in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism and economic dependency, nationalism, nation-building, and political change, rural development, technology transfer, population control, and the role of women in developing countries. *Prerequisite: one unit in political science, economics, or European or Third World history; open to juniors and seniors without prerequisite.*

Mr. Joseph

205 (1) Politics of Western Europe

A comparative study of European states and societies. With primary emphasis on Germany, Britain, and France, the course will focus on the capacities of political systems to adapt to new economic challenges and the agenda of European integration advanced by the European Community. Readings and discussion will emphasize the

institutional principles of modern states, the rise and decline of the post-war settlement and class-based politics, and emergent developments including the politicization of race and the resurgence of xenophobic movements. *Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.*

Mr. Krieger

206 (2) Politics of the Former Soviet Union and Eastern Europe

Study of the politics of the Former Soviet Union and Eastern Europe. Topics include the revolutionary legacy of Leninism, Stalinism, and Communist Party role, nationalist and democratic challenges to the Communist period of economic crisis, institutional fragmentation, and attempted reform. *Prerequisite: one unit in political science or Russian language and/or history.*

Ms. Dawson

207 (2) Politics of Latin America

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador. *Prerequisite: one unit in political science; by permission of the instructor to other qualified students.*

Ms. Wasserspring

208 Politics of East Asia

An introduction to the political history and political system of contemporary China. Topics include the origins of the Chinese revolution and the growth of the Chinese Communist Party; the legacy of Mao Zedong; the era of Deng Xiaoping, including the Tiananmen Crisis of 1989; and the government structure, policy-making, and politics in the People's Republic of China. Political developments in Tibet, Taiwan, and Hong Kong will also be considered. *Prerequisite: one unit in political science or Chinese studies; open to juniors and seniors without prerequisite. Not open to student who have taken Political Science 239 or Economics 239. Not offered in 1992-93.*

Mr. Joseph

209 African Politics

A comparison of the response of different Sub-Saharan African societies and states to the economic, environmental, and security crises of the 1980's. Consideration of the contrasting prescriptions offered by the Organization for African Unity, the United Nations, and the World Bank, along with the perspectives of different domestic interest groups. *Prerequisite: one unit in political science; by permission to other qualified students. Not offered in 1992-93.*

Mr. Murphy

214 (2) Politics of Race and Ethnicity

Colonial experience, economic development, legislation, and immigration policies will be addressed in case studies of countries such as the United States, United Kingdom, South Africa, and India. Themes discussed will include: the response of categories of race and ethnicity to political exigencies; gendered realities in divided societies; and the role of the state in maintaining as well as dismantling discrimination. Focus on the vantage point of racial and ethnic communities to understand relations of power between different groups. *Prerequisite: one unit in political science.*

Ms. Rao

239 (2) Political Economy of East Asian Development

Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning versus the market; the political issues to be considered include ideology, authoritarianism, democratization, and the role of the state. The course emphasizes the lessons for economic growth, social equality, and political change provided by the East Asian experience. This is the same course as Economics 239. Students may register for either Political Science 239 or Economics 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Political Science 239C). *Prerequisite: Economics 101 or 102 or by permission of the instructors.*

Mr. Joseph and Mr. Lindauer

302 Seminar. Communist Parties and Socialist Societies

An examination of the experience of countries in Europe, Asia, Latin America, and Africa that

have been or still are governed by a communist party. Topics to be considered include: the meaning of socialism and communism; how communist parties come to power—and how they lose power; party ideology and organization; equality and inequality in socialist systems; economic planning and economic reform; women in socialist societies; and the future of communism. Special attention will be given to recent events such as the collapse of communist regimes in Eastern Europe and the suppression of the democracy movement in China. *Prerequisite: one course dealing with the politics, economics, history, or philosophy of socialism/communism. Enrollment limited; apply in writing to the instructor. Not offered in 1992-93.*

Mr. Joseph

303 The Political Economy of the Welfare State

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political opposition. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. *Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor. Not offered in 1992-93.*

Mr. Krieger

304 Seminar. Studies in Political Leadership

A comparative study of the role of political leaders in defining choices and mobilizing support using a variety of conceptual approaches. Review of succession problems and political culture in a variety of democratic and authoritarian societies. Individual research and student reports. *Prerequisite: one Grade II unit in international relations, American or comparative politics, or by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1992-93.*

305 (1) Seminar. The Military in Politics

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct mili-

tary intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies of the United States, Brazil, Peru, Nigeria, Ghana, Egypt. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Ms. Wasserspring

306 (1) Seminar. Revolutions in the Modern World

A comparative analysis of the theory and practice of revolutions in the 20th century. Topics include: the meaning and causes of revolution; revolutionary leadership; why people join revolutionary movements; strategies of revolution and counterrevolution; and U.S. policy towards revolutionary movements and regimes. Case studies will include Russia, China, Vietnam, Nicaragua, Iran, and Chile among others. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Joseph

307 (2) Seminar. Gender, Culture and Political Change

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World. *Prerequisite: either 204, 206, 207, 208, or 209, or by permission of the instructor.*

Ms. Wasserspring

American Politics and Law

200 (1) (2) American Politics

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role

of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. *Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.*

Mr. Schechter, Mr. Rich, Ms. Drucker, Ms. Camerra-Rowe

210 (2) Political Participation

How citizens express their interests, concerns, and preferences, organize for action, and influence politics. Coursework includes reading, discussion, and direct political participation in an interest group or election campaign. Students consider how issues attract public attention, and how demonstrations, interest groups, political parties, elections, and the mass media affect government policies and decisions. Special attention is given to the impact of money in politics, declining voter participation, and the problems of inequality. *Prerequisite: one unit in political science.*

Ms. Just

212 (2) Urban Politics

Introduction to contemporary urban politics. Study of policy-making and evaluation in the areas of education, transportation, housing, welfare, budgeting and taxation. Consideration of population shifts, regional problems, and the impact of federal policy on urban planning. *Prerequisite: one unit in political science or economics or American studies.*

Mr. Rich

215 (1) (2) Courts, Law, and Politics

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change. *Prerequisite: 200 or by permission of the instructor.*

Ms. Entmacher

311 (1) The Supreme Court in American Politics

Analysis of major developments in constitutional interpretation, the conflict over judicial activism,

and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue. *Prerequisite: one unit in American legal studies, or by permission of the instructor.*

Mr. Schechter

312 (2) The Criminal Justice System

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice. *Prerequisite: 215 or 311 or by permission of the instructor.*

Mr. Leymaster

313 (2) American Presidential Politics

Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. *Prerequisite: 200 or 210 or by permission of the instructor.*

Ms. Drucker

314 (1) Congress and the Legislative Process

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking. *Prerequisite: 200 or 210 or by permission of the instructor.*

Ms. Drucker

315 (1) Public Policy and Analysis

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development

and realization of rational, effective and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement. *Prerequisite: 200 or 210 or by permission of the instructor.*

Mr. Rich

316 (2) Mass Media in American Democracy

Focus on the role of the mass media in the American democratic process, including the effect of the news media on the information and opinions of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of the structure of news institutions, journalists' norms, news values, and news production in print and electronic media. Evaluation of news in terms of ideology, bias, diversity of sources and opinions, and analysis of political issues and events. Attention to the coverage of national and international affairs, as well as to issues of race and gender. Ethics in journalism and freedom of the press are explored. *Prerequisite: 200, or 210, or by permission of the instructor.*

Ms. Just

317 (2) The Politics of Health Care

Analysis of how the policy making process in the U.S. has shaped the provision of health care and the response to health issues, and the prospects for reform. Specific issues include national health insurance, AIDS, and the uses of medical technology. *Prerequisite: One unit in American Politics, or by permission of the instructor.*

Ms. Entmacher

318 (1) Seminar. Conservatism and Liberalism in Contemporary American Politics

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, preventive detention, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Schechter

319 (1) Seminar. Campaigns and Elections

This seminar focuses on the role of campaigns and elections in American politics. Questions addressed include: how candidates establish their credentials, organize their staffs, develop campaign strategies, take positions on issues, deal with the press, and cope with the complex system of nominations and elections; how the press covers the candidates and the campaign, especially its recruitment and winnowing functions; and how citizens make sense of this process and arrive at voting decisions. Emphasis on declining partisanship, the role of media consultants in campaigns, the use and impact of public opinion polls and political advertising. *Prerequisite:* 200 or 210 or by permission of the instructor.

Ms. Just

320 (2) Seminar. Inequality and the Law

Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare. *Prerequisite:* one unit in American legal studies and by permission of the instructor. Enrollment limited; apply in writing to instructor.

Mr. Schechter

333 Seminar. Ethics and Politics

An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), "bedfellows" (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard. *Prerequisite:* one Grade 11 unit in American politics. Enrollment limited; apply in writing to instructor. Not offered in 1992-93.

Ms. Just

334 Seminar. Presidential-Congressional Relations

Study of the formal and informal relationships between the President and Congress. Analysis of such topics as: constitutional sources of presidential-congressional tension, legal and political limits to presidential and congressional power, the overlapping functions of the executive and legislative branches, the electoral connection or competition between these two branches, and conflicts in domestic and foreign policy-making. *Prerequisite:* Political Science 200 required; 313 or 314 recommended or another 300 level course in American Politics and Law and permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1992-93.

Ms. Drucker

335 Seminar. The First Amendment

Analysis of the role of the Supreme Court in the protection of individual rights guaranteed by the First Amendment to the U.S. Constitution. The seminar will examine the right to criticize government, symbolic expression, pornography, privacy, prior restraints on the press. Struggles over the place of religion in public life, including school prayer, creationism, aid to religious schools, secular humanism, limits on religious freedom will also be studied. *Prerequisite:* One unit in American legal studies and permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1992-93.

Mr. Schechter

336 (1) Seminar. Women, the Family and the State

Analysis of the development and evolution of public policies toward the family, and their relationship to changing assumptions about "women's place." Consideration of policies toward marriage and divorce; domestic violence; non-traditional families; family planning; the care and support of children; and public welfare. *Prerequisite:* one unit in American politics or law. Enrollment limited; apply in writing to instructor.

Ms. Entmacher

337 (2) Seminar. The Politics of Minority Groups in the United States

An examination of officeholding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican-Americans, Native

Americans, Puerto Ricans, Jews, Mormons, Arabs, Asians, Central and South Americans. *Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Mr. Rich

International Relations

221 (1) (2) World Politics

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Prerequisite: one unit in history or political science.*

Miss Miller, Mr. Murphy, Mr. Robles

222 Comparative Foreign Policies

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between rich and poor, and strong and weak countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings. *Prerequisite: one unit in international relations or comparative politics. Not offered in 1992-93.*

321 (1) The United States in World Politics

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects. *Prerequisite: one unit in international relations or by permission of the instructor.*

Miss Miller

323 (1) The Politics of Economic Interdependence

A review of the politics of international economic relations, including trade, money, and multinational investment, among rich and poor countries and between East and West. Global issues discussed will include food, population, energy, environment and poor country demands for a New International Economic Order. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Robles

324 International Security

War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, and arms control. *Prerequisite: one unit in international relations or permission of the instructor. Not offered in 1992-93.*

Mr. Paarlberg

326 International Politics in the Middle East

An examination of the world historical processes that account for the enduring problems of interstate conflict, political stability, and economic development in Middle Eastern politics. Consideration of how state-society relations operate as obstacles or aids to conflict resolution and regional integration. Topics to be covered include: European expansion and the creation of the modern Middle Eastern state system; the problem of post-colonial development and stability; Zionism; pan-Arabism; and the future Arab state system. *Prerequisite: same as for 321. Not offered in 1992-93.*

327 (2) International Organization

The changing role of international institutions since the League of Nations. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Murphy

328 (1) The Politics of East-West Relations

An exploration of contentious issues in the post cold-war era. Stress on diverse approaches to such questions as defense, arms control, human rights, intervention in third-world conflicts, trade and technology transfer, scientific and cultural exchanges, the role of China in world affairs, and political change in Central Europe. *Prerequisite: one unit in international relations or by permission of the instructor.*

Miss Miller

329 (2) International Law

The nature and functions of international law in contemporary international society. Study of basic principles of state sovereignty, jurisdiction and recognition will provide a basis for charting the development of international law in respect of the regulation of conflict, ocean and outer space, human rights and the control of terrorism. Problems of law-making and law-observance will be illustrated by case-studies drawn from recent state practice. *Prerequisite: one unit in international relations, or by permission of the instructor.*

Mr. Robles

330 (2) Seminar. Negotiation and Bargaining

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case studies. *Prerequisite: one unit in international relations and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Miss Miller

331 Seminar. The Politics of the World Food System

How politics shapes world food production, consumption, and trade. The seminar will include an examination of national food and food trade policies in rich and poor countries. Particular stress will be placed on the experience of India, the Soviet Union, and the United States. Also, an examination of the role of international agribusiness and private food trading companies, and of international organizations managing food trade and food assistance. Finally, an investigation of the use of food as a diplomatic weapon. *Prerequisite: one unit in international relations or comparative politics. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to instructor. Not offered in 1992-93.*

348 (1) Seminar. Problems in North-South Relations

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of

trade, aid, investment and military intervention as foreign policy instruments. *Prerequisite: one unit in international relations or permission of the instructor. Enrollment limited; apply in writing to instructor.*

Mr. Murphy

Political Theory and Methods

240 (1) Classical and Medieval Political Theory

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Ms. Kamsler

241 (2) Modern Political Theory

Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis. *Prerequisite: one unit in political science, philosophy, or European history.*

Ms. Kamsler

242 Contemporary Political Theory

Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neo-conservative, and democratic theories. Attention will be paid to theoretically grounded approaches to political inquiry, including functionalism, structuralism, and post-modernist theory. *Prerequisite: one unit in political theory, or social theory, or political philosophy; or by permission of the instructor. Not offered in 1992-93.*

Mr. Krieger

245 (2) Issues in Political Theory

Study of the theoretical dimensions of selected political issues, such as the limits of obedience to government (exploring such concepts as obligation, civil disobedience, and revolution), argu-

ments for and against democracy, the morality of war, and diverse understandings of concepts such as freedom, rights, equality and justice. Readings primarily from contemporary sources. *Prerequisite: one unit in political science, philosophy or history, or by permission of the instructor.*

Ms. Kamsler

249 (2) Political Science Laboratory

The role of empirical data in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation, tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required. *Prerequisite: one Grade II unit in political science or by permission of the instructor.*

Ms. Drucker.

340 American Political Thought

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. *Prerequisite: one Grade II unit in political theory, American politics, or American history, or by permission of the instructor. Not offered in 1992-93.*

Mr. Stettner

342 (2) Marxist Political Theory

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics and Lenin's theory of the state, political power, and the problems of socialist transition. Study of contemporary Marxist theory will emphasize issues of class, race and gender. *Prerequisite: one Grade II unit in political theory or by permission of the instructor.*

Mr. Krieger

343 (2) Seminar. New Theoretical Perspectives: The Politics of Identity

Examination of several identity-related issues, including multiculturalism, nationalism, regionalism, and separatism, using the political theories of post-colonialism, post-modernism, critical legal theory, cultural theory, and feminist thought. Questions addressed will include: Is identity predetermined or negotiable? Under what conditions do ascribed and self-acknowledged traits become instruments of empowerment as well as oppression? How does the socially constituted self relate to the community and the state? What are the implications of identity-based politics for liberty, representation, and rights and obligations? Authors include: Gloria Anzaldua, Michel Foucault, Nancy Fraser, Gayatri Chakravorty Spivak, Patricia Williams. *Prerequisite: one Grade II unit in political theory, philosophy, or by permission of the instructor. Enrollment limited; apply in writing to the instructor.*

Ms. Rao

344 (1) Feminist Political Theory

Examination of 19th and 20th-century feminist theory with focus on contemporary debates. The feminist critique of liberalism and socialism will introduce discussion of issues such as methodology, gender differences, race and sexuality. Authors read will include Mill, Marx, Engels, and the contemporary theorists Alison Jaggar, Sandra Harding, Carol Gilligan and Catharine MacKinnon. *Prerequisite: one Grade II unit in political theory, philosophy, or women's studies.*

Ms. Rao

345 Seminar. Human Rights

Examination of the development of the human rights tradition in the West, and its critique from non-Western perspectives. Authors read will include Hobbes, Locke, Rousseau, Mill and Marx. Consideration of contemporary issues including anticolonialism, feminism, and economic rights versus political rights, and transnational rights and responsibilities. *Prerequisite: one Grade II unit in political theory, philosophy or by permission of instructor. Enrollment limited; apply in writing to instructor. Not offered in 1992-93.*

Ms. Rao

346 Seminar. Critical Theory

An examination of a tradition within twentieth century political theory which derives from

Marx's critique of political economy and developmental insights concerning psychoanalysis, law and social change, the family, the philosophy of history, music theory, and culture. Authors read will include Horkheimer, Adorno, Marcuse, Kirchheimer, and Neumann. *Prerequisite: one Grade II unit in political theory, philosophy, or modern European history. Open to juniors and seniors by permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1992-93.*

Mr. Krieger

349 Seminar. Liberalism

Study of the development of liberal political theory. Emphasis on the origins of liberalism in such theorists as Locke, Montesquieu, Jefferson, and Mill; adaptation of liberalism to the welfare state in Britain and the United States by T.H. Green, Hobhouse and the American progressives; development of contemporary American liberalism by political figures such as F.D. Roosevelt, Johnson and Humphrey, and theorists such as Rawls and Flathman. Some attention to critiques of liberalism by social democratic, communitarian and neo-conservative writers. *Prerequisite: one Grade II unit in political theory, or by permission of the instructor. Enrollment limited; apply in writing to the instructor. Not offered in 1992-93.*

Mr. Stettner

350 (1) (2) Research or Individual

Study 1 or 2 Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. *Open to juniors and seniors by permission.*

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Africana Studies 205 (1)

The Politics of Black Domination in South Africa. *Not offered in 1992-93.*

Africana Studies 215

Introduction to Afro-American Politics. *Not offered in 1992-93.*

Africana Studies 318

Seminar. Women and the Quest for Modernization and Liberation. *Not offered in 1992-93.*

Directions for Election

The Political Science Department divides its courses and seminars into four sub-fields: Comparative Politics, American Politics and Law, International Relations, and Political Theory and Methods. Political Science 101, which provides an introduction to the discipline, is strongly recommended for first year students or sophomores who are considering majoring in Political Science.

In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II or Grade III unit in each of the four sub-fields offered by the Department. In the process of meeting this major requirement, students are encouraged to take at least one course or seminar which focuses on a culture other than their own. A major in Political Science consists of at least 8 units.

Recommended first courses in the four subfields are: in Comparative Politics: 204 or 205; in American Politics and Law: 200; in International Relations: 221; in Political Theory and Methods: 240, 241 or 245.

In addition to the distribution requirement, the Department requires all majors to do advanced work in at least two of the four sub-fields. The minimum major shall include Grade III work in two fields and at least one of these Grade III units must be a seminar. *Admission to department seminars is by written application only. Seminar applications may be obtained in the Department office. Majors should begin applying for seminars in the first semester of their junior year, in order to be certain of fulfilling this requirement.* Majors are encouraged to take more than the minimum number of required Grade III courses. While units of credit taken at other institutions may be used to fulfill up to two of the four distribution units, the Grade III units required for a minimum major must be taken at Wellesley.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program or the Los Angeles Urban Internship Program may arrange with a faculty

member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Majors considering going to graduate school for a Ph.D. in Political Science should discuss with their advisors the desirability of including quantitative methods, along with appropriate foreign language preparation.

Psychobiology

AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Koff, Berger-Sweeney*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, 214R or 222R); Biological Sciences 110, 111, and 213. Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 306, 315, and 332; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

Psychology

Professor: Zimmerman, Dickstein^{A1}, Furumoto, Schiavo, Clinchy, Koff^{A2}, Pillemer, Cheek (Chair)

Associate Professor: Akert, Lucas^{A1}, Hennessey, Mansfield

Assistant Professor: Brachfeld-Child, Carli, Hill, Norem, Wink

Lecturer: Rosen

101 (1) (2) Introduction to Psychology

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior. *Open to all students.*

The Staff

205 (1) (2) Statistics

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion. *Prerequisite: 101.*

Ms. Hennessey, Mr. Pillemer, Mr. Hill

207 (1) (2) Developmental Psychology

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required. *Prerequisite: 101.*

Ms. Brachfeld-Child, Ms. Clinchy

207R (1) (2) Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required. *Prerequisite: 205 and 207. File application in department. Written permission is required for all students.*

Ms. Clinchy, Mr. Pillemer

208 Adolescence

Consideration of physical, cognitive, social and personality development during adolescence. *Prerequisite: 101. Not offered in 1992-93.*

209 Psychology of Family

An exploration of theoretical models and methodological strategies applied to the psychological study of families and relationships. Topics include the role of relationships throughout the life course, family stress and coping, family violence, and culturally diverse families. *Prerequisite: 101. Not offered in 1992-93.*

210 (1) (2) Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. *Prerequisite: 101.*

Ms. Akert, Mr. Hill

210R (1) (2) Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. *Prerequisite: 205 and 210 or 211. File application in department. Written permission is required for all students.*

Ms. Akert, Mr. Schiavo

211 Group Psychology

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc. *Prerequisite: 101. Not offered in 1992-93.*

212 (1) (2) Personality

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology. *Prerequisite: 101.*

Mr. Cheek, Mr. Wink

212R (1) Research Methods in Personality

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typi-

cally limited to twelve students. *Prerequisite:* 205 and 212. *File application in department. Written permission is required for all students.*

Ms. Norem

214R (2) Experimental Research Methods

Introduction to experimental methodology. Acquisition of basic research skills including hypothesis formation, experimental design, data analysis, and journal writing. Group and individual projects. Students will design and execute an independent research project. *Prerequisite:* 205 and one of the following, 216, 217, 218, 219, Biological Sciences 213. *File application in department. Written permission is required for all students.*

Ms. Mansfield

216 Psychology of Language

Introduction to the study of the cognitive processes involved in using language. Theoretical and empirical issues in language will be explored with an interdisciplinary approach. Although the emphasis will be on psychological studies, ideas from linguistics, artificial intelligence, and philosophy of language will be discussed as well. Topics include: word meaning and sentence comprehension, language production and the understanding of discourse and texts. *Prerequisite:* 101. *Not offered in 1992-93.*

217 (2) Memory and Cognition

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on memory, attention, pattern recognition, and the representation and use of conceptual knowledge. *Prerequisite:* 101.

Ms. Lucas

218 Sensation and Perception

A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations. *Prerequisite:* 101. *Not offered in 1992-93.*

219 (1) Physiological Psychology

Study of the biological mechanisms underlying behavior. Topics include organization of the central nervous system, and the biological basis of

sensory processing, sleep and dreams, sexual behavior, normal and abnormal emotional behavior, and higher functions such as language and memory. *Not open to students who have taken Biological Sciences 213. Prerequisite:* 101.

Mrs. Koff

222R (2) Research Methods in the Study of Individual Lives

An introduction to research methods appropriate to the study of individual lives. Individual and group projects. Laboratory. Typically limited to twelve students. *Prerequisite:* 205 and one other 200-level Psychology course. *File application in department. Written permission is required for all students.*

Mrs. Furumoto

248 (2) Psychology of Teaching, Learning, and Motivation

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness. *Prerequisite:* 101.

Ms. Hennessey

249 Seminar. The Psychology of Education

The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics include: changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single-sex vs. coeducational colleges; the ideal college education for women. First-year students and sophomores are encouraged to apply. *Open by permission of the instructor to students who have taken 101. Not offered in 1992-93.*

302 (2) Health Psychology

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjust-

ment to ongoing illness. *Open to students who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students.*

Mr. Dickstein

303 (2) Psychology of Gender

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its "legitimacy" as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.*

Ms. Norem

308 Seminar. Selected Topics in Clinical Psychology

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212 and excluding 205. File application in department. Written permission is required for all students. Not offered in 1992-93.

309 (2) Abnormal Psychology

Consideration of major theories of psychological disorders. Illustrative case materials, fictional accounts and research findings. Selected issues on prevention and treatment of emotional problems. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205.*

Mr. Wink

311 (2) Seminar. Social Psychology

Children and the Physical Environment. Exploration of the field of environmental psychology, the influence of the physical environment on behavior and feelings, with particular attention to children. Emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., urban environments, neighborhoods, playgrounds, classrooms, homes) investigated. Students (in small groups) use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports. *Open to juniors and*

seniors who have taken two Grade II units, including one of the following: 207, 210 or 211 and excluding 205, and by permission of the instructor to other qualified students. File application in department. Written permission is required for all students.

Mr. Schiavo

312 (2) Seminar. Psychology of Death

An examination of the psychological meaning of death to the individual. Topics include: acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205. File application in department. Written permission is required for all students.*

Mr. Dickstein

317 (2) Seminar. Psychological Development in Adults

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Topics include: intellectual development in adulthood; changing conceptions of truth and moral value; the evolution of identity; gender differences in development. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor. File application in department. Written permission is required for all students.*

Mrs. Clinchy

318 (1) Seminar. Brain and Behavior

Selected topics in brain-behavior relationships. Emphasis on the neural basis of the higher-order behaviors. Topics include language, perception, learning and memory, hemispheric specialization, and sex differences in lateralization. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 216, 217, 218, 219, Biological Sciences 213, and one other Grade II course, excluding 205. File application in department. Written permission is required for all students.*

Mrs. Koff

319 (2) Seminar. Psychobiology

Topic for 1992-93: Developmental Psychobiology. An examination of the development of the nervous system and its relation to behavior. Top-

ics include: the effects of sex hormones on the development of the brain, the effects of early experience on adult behavior, the development of sleep-wake states, the development of lateralization of the brain, and developmental disorders of the human brain. *Open only by permission of the instructor to juniors and seniors who have taken two Grade II units, including either 219 or Biological Sciences 213, and one other Grade II course, excluding 205. File application in department. Written permission is required for all students.*

Mr. Rosen

325 (2) Seminar. History of Psychology

Fathers and Mothers of Psychoanalysis. Exploration of the origins and development of psychoanalysis beginning with Sigmund Freud. Consideration of the impact of four mothers of psychoanalysis: Helene Deutsch, Karen Horney, Anna Freud, and Melanie Klein and the claim that they transformed psychoanalysis from a patriarchal to a mother-centered psychological theory. *Open by permission of the instructor to juniors and seniors who have taken 101. File application in department. Written permission is required for all students.*

Mrs. Furumoto

330 (2) Seminar. Cognitive Science

Cognitive Science encompasses work from the fields of cognitive psychology, artificial intelligence, linguistics, philosophy, and the neurosciences. An examination of the pre-theoretical assumptions behind the research in this field. The relation of the mind to the brain, the definition of knowledge and the ability of the computer to "think". *Open to juniors and seniors by permission of the instructor. File application in department. Written permission is required for all students.*

Ms. Lucas

331 (1) Seminar. Psychology of the Self

An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor*

to other qualified students. File application in department. Written permission is required for all students.

Mr. Cheek

333 (1) Tests and Measurements

Current approaches to the psychological appraisal of individual differences in development, intelligence, personality, and special abilities. Review of strengths, weaknesses, and issues associated with each approach, and of basic principles of test construction, evaluation, and interpretation. Case presentation, observation of psychological testing, and experience in preparing psychological test reports. Useful for students intending to pursue graduate study in personality, clinical, social developmental, or school psychology. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor.*

Mr. Wink

335 (2) Seminar. Memory in Natural Contexts

Topics include autobiographical memory, eyewitness testimony, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory abilities. *Prerequisite: same as 312. File application in department. Written permission is required for all students.*

Mr. Pillemer

337 (1) Seminar. The Psychology of Creativity

An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity. *Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205. File application in department. Written permission is required for all students.*

Ms. Hennessey

340 Organizational Psychology

An examination of key topics in organizational psychology including: motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender,

race, socioeconomic status). Experiential activities, cases, theory and research. *Prerequisite: same as 303. Not offered in 1992-93.*

345 Seminar. Selected Topics in Developmental Psychology

Early Social Development. Examination of major psychological theories and research concerning social development from infancy through early childhood. Topics include the child's interactions with mother, father and siblings; effects of divorce; the social construction of gender; effects of television; day care; child abuse; play and friendship. Includes class visits to the Wellesley College Child Study Center. *Open to juniors and seniors who have taken two Grade II units, including 207, and excluding 205, and by permission of the instructor to other qualified students. File application in department. Written permission is required for all students. Not offered in 1992-93.*

349 (1) Seminar. Nonverbal Communication

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students have the opportunity to conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships). *Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210. File application in department. Written permission is required for all students.*

Ms. Akert

350 (1) (2) Research or Individual Study 1 or 2 Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2 By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis *Prerequisite: 360.*

Cross-Listed Courses

For Credit

Biological Sciences 213 (1)

Introduction to Psychobiology with Laboratory

Directions for Election

Majors in psychology must take at least nine courses, including 101, 205, one research course, and three additional Grade II courses, and two Grade III courses. The Department offers four research courses: 207R, 210R, 212R, 214R. The Department strongly recommends that the research course be completed no later than the end of the junior year. Beginning with the class of 1995, students will be required to take at least one course numbered 207 through 212, and at least one course numbered 216 through 219.

A minor in psychology (five courses) consists of: (A) 101, and (B) one course at the 300-level, and (C) three additional courses. Psychology 350 does not count as one of the five courses for the minor.

Students should note that they must apply for certain courses in the department prior to preregistration. *Written permission (faculty signature on the pre-registration card) is required for all students for all seminars and for all research courses.* Students should contact the Psychology Department at least two weeks prior to pre-registration to apply for seminars and research courses and to secure written permission.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where the programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Advanced placement credit exempts students from the prerequisite of Psychology 101 for upper level courses in the department. First year students with advanced placement wishing to enter upper level courses are advised to consult with the chair or the instructor in the course in which they wish to enroll. The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley.

Religion

Professor: Johnson^A, Hobbs, Kodera, Marini^{A2}

Visiting Professor: Talamantez

Associate Professor: Elkins^{A2}, Nathanson
(Chair)

Assistant Professor: Nave, Marlow, Aaron

100 (1) Introduction to Religion

A beginning course in the study of religion, with lectures by all members of the department. The first half is a survey of the world's major religious traditions. The second half is an examination of the interplay between religion and such phenomena as oppression and liberation, the status of women, art and architecture, politics, and modernity. Materials drawn from sources both traditional and contemporary, Eastern and Western. *Open to all students.*

Mr. Marini and the Staff

104 (1) (2) Introduction to the Hebrew Bible/Old Testament

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to Ancient Near Eastern Cultures. Special focus on the fundamental techniques of literary, historical and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution. *Open to all students.*

Mr. Aaron

105 (1) (2) Introduction to the New Testament

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. *Open to all students.*

Mr. Hobbs

107 Critical Issues in Modern Religion

Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, and Tillich, as well as liberation, feminist, and pluralist theologians. *Open to all students. Not offered in 1992-93.*

Mr. Johnson

108 (1) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. *Open to all students.*

Mr. Kodera, Wellesley (1); Ms. Marlow, MIT (2)

108M (2) Introduction to Asian Religions

A critical examination of conceptions of self, world, and absolute value in the formative texts of the historic religions of West Asia, South Asia and East Asia. Readings and discussions organized around such questions as the human condition, search for absolute values, the meaning of death and the end of the world. Taught at MIT. Meets HASS-D requirement at MIT for MIT students. *Open to all Wellesley and MIT students.*

Ms. Marlow

140 (1) Introduction to Jewish Civilization

A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective. *Open to all students.*

Ms. Nathanson

199 (1-2) Elementary Hebrew

An introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Ms. Nave

202 Archaeology and the Bible

An introduction to the archaeology of the Levant, with focus on the interrelationship of excavated and textual data. Topics to be treated include the ancestral traditions in Genesis, the Israelite conquest of Canaan, the development of

the "royal cities", popular religion and monotheism, and Israelite and Judean foreign relations. *Open to all students. Not offered in 1992-93.*

204 Law, Social Order and Religious Practice in Hebrew Bible/Old Testament

Evolution of criminal law, jurisprudence, ethical and ritual prescriptions in the Torah, the first part of the Bible. Comparisons drawn with ancient Mesopotamian materials. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Aaron

205 (1) Genesis and the Ancient Near East Mythologies

Examination of the historical narrative, mythology and theology of the book of Genesis, especially in comparison with ancient Mesopotamian and Egyptian literatures. Topics include cosmic and human creation stories, the flood motif, Patriarchal/Matriarchal traditions. Methodological introduction to the study of composite texts. *Open to all students.*

Mr. Aaron

206 Wisdom, Love and Life's Meaning in the Hebrew Bible/Old Testament

Selections from the Writings, the third division of the Hebrew Bible. The problem of evil and justice in the natural order as treated in the Story of Job; existential reflections of Ecclesiastes and the folk wisdom of Proverbs; the heroines of two biblical novellas, Esther and Ruth; love poetry recited in the voice of a shepherd girl, from the Song of Songs. Comparisons with ancient Egyptian and Mesopotamian literatures. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Aaron

210 (1) The Gospels

A historical study of each of the four canonical Gospels, and of one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth. *Open to all students.*

Mr. Hobbs

211 Jesus of Nazareth

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo,

Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus." *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Hobbs

212 Paul: The Controversies of an Apostle

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. *Open to all students. Not offered in 1992-93.*

Mr. Hobbs

215 Christian Classics

Fundamental texts of the Christian tradition examined for their spiritual and theological significance. Works read include Augustine's *Confessions*, Thomas à Kempis's *The Imitation of Christ*, Luther's *On Christian Freedom*, Teresa of Avila's *Autobiography*, Bunyan's *The Pilgrim's Progress*, and Therese of Lisieux's *Story of a Soul*. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Elkins

216 History of Christian Thought: 100-1400

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices, pilgrimages, the cult of saints, asceticism, and mysticism. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Elkins

218 Religion in America

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, Anne Hutchinson, Jonathan Edwards, John Wesley, Ralph Waldo Emerson, Isaac Wise, Mary Baker Eddy, Dor-

othy Day, and Martin Luther King, Jr. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Marini

220 (1) Religious Themes in American Fiction

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Abraham Cahan, Flannery O'Connor, Alice Walker, and Hymeyohsts Storm. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America. *Open to all students.*

Mr. Marini

221 (1) Catholic Studies

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, dogma, women's issues, ecumenism, and liberation theology. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, Henri Nouwen, the U.S. bishops, and recent popes. *Open to all students.*

Ms. Elkins

225 (1) Women in Christianity

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity, from its origins until today. Focus on women's writings, both historical and contemporary. Special attention given to modern feminist interpreters, such as Elisabeth Schüssler Fiorenza, Caroline Bynum, and Rosemary Radford Ruether. *Open to all students.*

Ms. Elkins

226 Liberation Theology

An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, Black, Jewish, Third World women, and Asian authors. *Open to all students. Not offered in 1992-93.*

Mr. Johnson

227 Post-Modern Theologies

An exploration of three current modes of religious reflection: theology as metaphor, as narrative, and as deconstruction. Readings begin with two 19th-century sources, Kierkegaard and Nietzsche, and include contemporary authors such as Sally McFague, Hans Frei, and Mark Taylor. *Open to all students. Not offered in 1992-93.*

Mr. Johnson

230 Ethics

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Marini

231 Psychology of Religion

An examination of major psychological studies of religion beginning with William James. Readings primarily drawn from four psychoanalytic traditions: Freud, Jung, ego psychology (Erikson), and object relations (Winnicott). Attention to the feminist critics and advocates of each. *Open to all students. Not offered in 1992-93.*

Mr. Johnson

235 Ethics of Liberation Theology

Race, gender, and class as ethical issues in contemporary theological discussions. Special attention to the Feminist/Womanist dialogue, Third World women, and new religious communities. Readings in *Wearing the Visions*, *Black Womanist Ethics*, *White Women's Christ* and *Black Women's Jesus*, and *Sex, Race, and God*. *Open to all students. Not offered in 1992-93.*

241 (2) Introduction to Rabbinic Literature

An introduction to the main Rabbinic Writings of the first half of the first millennium: the Mishnah, the Talmud, the Midrashic writings on Scripture and early mystical texts. *Open to all students.*

Mr. Aaron

242 Rabbis, Romans and Archaeology

A study of the development of Judaism from the fourth century B.C.E. to the seventh century C.E. An examination of Jewish history and culture in

relation to the major religious, social, and political trends of the hellenistic world and of late antiquity. Special attention to the interaction between early Rabbinic Judaism and early Christianity. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Nathanson

243 (2) Women in the Biblical World

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies. *Open to all students.*

Ms. Nathanson

245 Hebrew & Yiddish Literature in Translation

An interdisciplinary study of modern Hebrew and Yiddish novels, short stories, and poetry in translation from authors such as Sholem Aleichem, S. Y. Agnon, I. B. Singer, Amos Oz, A. B. Yehoshua, and Y. Amichai. The course will explore representative works in literary and historical contexts. *Open to all students. Not offered in 1992-93.*

Ms. Nave

251 (1) Religions in India

An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West. *Open to all students.*

Ms. Marlow

253 Buddhist Thought and Practice

A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West. *Open to all students. Not offered in 1992-93.*

Mr. Kodera

254 Chinese Thought and Religion

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. *Open to all students. Not offered in 1992-93.*

Mr. Kodera

255 (2) Japanese Religion and Culture

Constancy and change in the history of Japanese religious thought and its cultural and literary expression. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, developments distinctive to Japanese Buddhism, Neo-Confucianism and its role in modernization and nationalism, threat of Western colonialism and religion, and modern Japanese thought. *Open to all students.*

Mr. Kodera

257 (2) Contemplation and Action

An exploration of the inter-relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West, historic and contemporary. Topics include: self-cultivation and social responsibility, experience of injustice and non-violence, solitude and compassion, human frailty as a basis for courage. Readings selected from Mencius, Mahatma Gandhi, Ryokan, Dag Hammarskjöld, Simone Weil, Thomas Merton, and others. *Open to all students.*

Mr. Kodera

262 The Formation of Islam

An introduction to the Islamic religious tradition and the role of Islam in Islamic civilization. Topics, studied in their historical context, include the life of Muhammad, the Qur'an, hadith, law, theology, Shi'ism, and Sufism. Attention to the normative tradition represented by Muslim religious scholars and to Islam in local contexts. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Ms. Marlow

263 (2) Islam in the Modern World

The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th- and 20th-centuries. Explores the rise of nationalism, secularism, modernism, "fundamentalism," and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist period. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures. *Open to all students.*

Ms. Marlow

271 (1) Native American Religious Traditions

A multidisciplinary exploration of the nature, structure, and meaning of ritual act and language in the religious life of Native American cultures of the United States. Study of ritual speech with special attention to myth and symbol. Also focuses on contemporary issues that involve the confrontation of traditional life ways with modern secular society. *Open to all students.*

Ms. Talamantez

298 (2) New Testament Greek

Special features of Koiné Greek. Reading and discussion of selected New Testament texts. *Prerequisite: one year of Greek; or exemption examination; or by permission of the instructor.*

Mr. Hobbs

299 (1) (2) Intermediate Hebrew

First semester: an intensive review of modern Hebrew grammar, continued emphasis on oral and written competence, and reading modern literature. Second semester: Biblical Hebrew. Reading in the Hebrew Bible, with special emphasis on differences between Biblical and Modern Hebrew grammar.

Ms. Nave (1), Mr. Aaron (2)

303 Seminar. Themes in the History of Bible Interpretation

Tracing the interpretation of biblical motifs and concepts from the Bible through early Rabbinic writings, early Church Fathers, Gnostic and Mystical literature. Some motifs to be considered: The Adam and Eve story, the Noah Generations, the Sacrifice of Isaac, Revelation on Mt. Sinai. *Prerequisite: 104 or 241, 242, or another course in Hebrew Bible/Old Testament. Not offered in 1992-93. Offered in 1993-94.*

Mr. Aaron

308 Seminar. Paul's Letter to the Romans

An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters. Members will focus much of their research on current scholarship in the so-called Romans debate. *Prerequisite: at least one course in New Testament. Not offered in 1992-93. Offered in 1993-94.*

Mr. Hobbs

310 (2) Seminar. Gospel of Mark

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the christological struggles in the early church will be focal points of the study. *Prerequisite: one course in New Testament.*

Mr. Hobbs

316 Seminar. The Virgin Mary

The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Prerequisite: one course in medieval history, women's studies, or religion and by permission of instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Elkins

318 Seminar. Religion in the American Revolution

American religious culture from 1770 to 1790 and its relationship to the Revolution. Theological debates, revivals, and new sects; the theology of revolution, religious dimensions of the Declaration and the Constitution, and separation of church and state; sacred poetry, sacred song, and popular religious literature. *Prerequisite: one Grade II course in American religion, history, or politics; or permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Mr. Marini

323 Seminar. Theology

Not offered in 1992-93. Offered in 1993-94.

Mr. Johnson

340 (2) Seminar. The Holocaust

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. *Prerequisite: a course in one of the following: Judaism, modern European history, modern political theory, or permission of the instructor.*

Ms. Nathanson

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

353 (1) Seminar. Zen Buddhism

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Prerequisite: one course in Asian Religions and by permission of the instructor. Enrollment limited to fifteen.*

Mr. Kodera

356 Seminar. Ideal Society in Asian Religions

Promises and problems of the ideal society as proposed by the religious thinkers of Asia. Comparative study principally through primary sources in translation. Topics include: Confucian humanitarianism, Maoist equalitarianism and Taoist "no action"; Buddhist monasticism and the "Pure Land"; Hindu utopian communities; "nature" and the emperor system in Shinto. *Prerequisite: at least one course in Asian religions and the permission of the instructor. Enrollment limited to twelve. Not offered in 1992-93.*

Mr. Kodera

357 Seminar. Issues in Comparative Religion

Encounter of the World's Religions. Critical study of interfaith dialogues and movements concerned with building a global theology. Issues include: how to reconcile conflicting truth claims, the impact of emerging religious conservatism on ecumenism, how to preserve integrity in a pluralistic world; ethnocentrism and evangelism; human survival as common concern. Case studies, and readings from Paul Tillich, Wilfred

Cantwell Smith, Ninian Smart, William Johnston, John Cobb, Shusaku Endo, and others. *Open by permission of the instructors. Not offered in 1992-93.*

Mr. Kodera, Mr. Johnson

360 (1) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

362 Seminar. Religion and State in Islam

The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the pre-modern period include the problem of justice and the emergence of distinct Sunni and Shi'i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and "fundamentalist" conceptions of religion's role in the nation state. *Open to juniors and seniors, and to sophomores with permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Marlow

363 (1) Seminar. Literature of Islamic Societies

An examination of some major works of Arabic and Persian literature, medieval and modern, religious and secular, in their historical and cultural contexts. Emphasis on the portrayal of relationships between the individual, the family, and the larger community. Comparisons made, when appropriate, with European literature. Readings in English translation from the Qur'an, Sufi poetry, the *ta'ziya* "Passion Play," epics, "mirrors for princes," the *Thousand and One Nights*, modern novels, and political poetry. *Open to juniors and seniors, and to sophomores with permission of instructor.*

Ms. Marlow

370 (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

Classical Civilization 104 (1)(A)

Classical Mythology

Classical Civilization 236/336 (2)

Greek and Roman Religion

History 217

The Making of European Jewry 1085-1815. *Not offered in 1992-93.*

History 218 (1)

Jews in the Modern World 1815-Present

History 219

The Jews of Spain and the Lands of Islam. *Not offered in 1992-93.*

History 256

Seminar. American Jewish History. *Not offered in 1992-93.*

History 327

Zionism and Irish Nationalism: A Comparative Perspective. *Not offered in 1992-93.*

History 328 (1)

Anti-Semitism in Historical Perspective

History 367

Seminar. Jewish Ethnicity and Citizenship. *Not offered in 1992-93.*

Women's Studies 305 (1)

Seminar. Topics in Gender, Ethnicity and Race

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of eight courses, at least two of which are to be at the 300 level. To promote breadth, majors shall complete one course in each of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions. To ensure depth, majors shall concentrate in a special field of interest.

The minor consists of a minimum of five courses, at least one of which is to be at the 300 level, and no more than two of which can be at the 100 level. Three of the five courses, including a 300 level

course, shall be within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

Students majoring or minoring in religion shall discuss the structure of their program with a faculty advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available in this department. Religion 199 (Elementary Hebrew) cannot be credited towards the department major or minor; but Religion 299 (1) (first semester of Intermediate Hebrew) can be counted toward the major (although not toward the minor), and Religion 299 (2) (second semester of Intermediate Hebrew) can be counted toward both the major and the minor. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

Russian

Professor: *Bones (Chair)*

Assistant Professor: *Chester, Hodge*

Language Instructor: *Lebedinsky*

101-102 (1-2) Elementary Russian 2

Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students. Four period.*

The Staff

201-202 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101-102 [100] or the equivalent. Four periods.*

Mrs. Bones

205 (1) Intermediate Conversation

Emphasis on developing communication skills through the use of pictures, thematic dialogues, role playing; the patterns and strategies of practical conversation and the language of gestures and intonation. *Prerequisite or corequisite: 201-202 [200]. Not offered in 1992-93. Offered in 1993-94.*

215 (1) Intermediate Reading

Reading of short texts selected from a variety of materials including newspapers, historical commentaries, correspondence and diaries. Emphasis on building comprehension and on appropriate grammatical and stylistic usage of language. Weekly reading assignments and oral presentations. *Prerequisite or corequisite: 201-202 [200]. Not offered in 1992-93.*

225 (1) Soviet Film 1917-1980 (in English)

The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical recreation, social drama, adaptation from literary sources. *Open to all students. Not offered in 1992-93.*

251 (1) Russian Prose in Translation, from Pushkin to Dostoevsky

A survey of Russian prose from Pushkin to Dostoevsky, focusing on the multi-faceted character of Russian realism and the emergence of Russian literature as a great national literature in the nineteenth century. Major works by Pushkin, Lermontov, Gogol, Goncharov, Turgenyev, and Dostoevsky will be read. *Open to all students.*

Mr. Hodge

252 (2) Russian Prose in Translation, from Tolstoy to the Soviet Period

The study of tradition and innovation in Russian prose from the mid-19th century to the Soviet period. Such well-known works as Tolstoy's *Anna Karenina*, and Chekhov's *Ward Six*, as well as seminal works by Sologub, Bely, Zamiatin, Babel, Olesha, and Bulgakov will be read. *Open to all students.*

Mr. Hodge

301 (1) Advanced Russian

Comprehensive review of the structure of Russian and enrichment of vocabulary through reading and analysis of short texts which focus on Russia's cultural heritage. Contemporary films, songs and newspapers are examined to demonstrate continuity of tradition. *Prerequisite: 201-202 [200]. Three periods.*

Ms. Chester

302 (2) Modern Literary Russian

Reading of the works of such contemporary writers as Solzhenitsyn, Sinyavsky-Tertz, Akse-
nov and Tolstaya. Emphasis on style and techniques of composition. Introduction to the art of translation. *Prerequisite: 301. Three periods.*

Ms. Chester

305 (2) Aleksandr Sergeevich Pushkin

Intensive study of Russia's most revered writer, his life, work and era. Critical analysis of his writings and of his influence on important 19th- and 20th-century literary figures. *Prerequisite or corequisite: 301 and/or 302. Not offered in 1992-93. Offered in 1993-94.*

310 (1) Lev Nikolaevich Tolstoy

A sampling of the masterworks beginning with *Childhood* and including *Prisoner of the Caucasus*, *Death of Ivan Illich*, *Father Sergius*, and *Xadzi Murat*. Some nonfiction such as diaries and articles will be included to explore his spiri-

tual odyssey before and after 1880. Reading, discussions and papers will be primarily in Russian. Before beginning this course, students are expected to have read *War and Peace* in English. *Prerequisite or corequisite: 301 and/or 302.*

Ms. Chester

315 (2) **Fyodor Mikhailovich Dostoevsky**

An intensive thematic and formal analysis of Dostoevsky's first major novel *Crime and Punishment* together with selected readings from his notebooks and early drafts as well as related correspondence in an effort to comprehend the artistic expression of Dostoevsky's unique psychological, philosophical, and religious view of the world. *Prerequisite or corequisite: 301 and/or 302.*

Mr. Hodge

320 (2) **Seminar**

Prerequisite or corequisite: 301 and/or 302. Not offered in 1992-93. Offered in 1993-94.

350 (1) (2) **Research or Individual Study 1 or 2**

Open by permission to qualified students.

360 (1) (2) **Senior Thesis Research 1 or 2**

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) **Senior Thesis**

Prerequisite: 360.

Directions for Election

Course 101-102 [100] is counted toward the degree but not toward the major. Courses 251, 252 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian. However, only one of them may count toward the Russian major. A major in Russian is expected to elect three Grade III courses beyond Russian 301 and 302. Students interested in the Russian Area Studies major should see page

Credit toward the major is normally given for an approved summer of study in Russia as well as for approved Junior Year Abroad programs.

Students majoring in Russian should consult the Chair of the department early in their college career.

Attention is called to the related courses in History as well as in Economics, Political Science, Anthropology and Sociology.

Russian Area Studies

AN INTERDEPARTMENTAL MAJOR

Director: Tumarkin

Russian Area Studies majors are invited to explore Russia and the lands and peoples of the former Soviet Union through a richly interdisciplinary study program.

Majors are normally required to take 4 units of the Russian language above the Grade I level, including Russian 301. In addition to 4 units of the Russian language above the Grade I level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's courses should be outside of the Russian Department.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian area studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses.

The following courses are available for majors in Russian Area Studies:

Anthropology 247

Societies and Cultures of the Soviet Union. *Not offered in 1992-93.*

Economics 240 (2)

The Russian Economy

Economics 301 (1)

Comparative Economic Systems

History 246

Medieval and Imperial Russia. *Not offered in 1992-93.*

History 247 (1)

Modern Russia and the Soviet Union

History 356 (1) Seminar. Russian History

Topic for 1992-93: Russia under the Romanovs: A Spiritual Journey.

History 362

Seminar. The "Great Patriotic War" as Myth and Memory. *Not offered in 1992-93.*

Political Science 206 (2)

Politics of the Former Soviet Union and Eastern Europe

Russian 225

Soviet Film 1917-1980. *Not offered in 1992-93.*

Russian 251 (1)

Russian Prose in Translation, from Pushkin to Dostoevsky

Russian 252 (2)

Russian Prose in Translation, from Tolstoy to the Soviet Period

Russian 305

Aleksandr Sergeevich Pushkin. *Not offered in 1992-93.*

Russian 310 (1)

Lev Nikolaevich Tolstoy

Russian 315 (2)

Fyodor Mikhailovich Dostoevsky

Russian 320 (2)

Seminar. *Not offered in 1992-93.*

In addition to the courses listed above, students are encouraged to incorporate MIT's rich offerings in Russian Area Studies into their programs. A partial listing appears below:

17.601

Communism, Revolution, and Reform: Lenin to Gorbachev

17.602, 17.603

Continuity and Change in Soviet Politics

17.609J

Seminar in the Historical and Political Evolution of the Soviet Union

21.268

Topics in Russian and Soviet Culture for Advanced Students

21.270

Pushkin and His Successors

21.271

Contemporary Russian Prose and Poetry

Sociology

Associate Professor: *Cuba, Hertz, Imber, Rayman, Silbey (Chair)*

Visiting Professor: *Kon (2)*

Assistant Professor: *Cushman^A*

102 (2) Sociological Perspective: An Introduction to Sociology

An introduction to the discipline of sociology, including its history, central concepts and theoretical perspectives, and methods. Topics include the analysis of the relation between self and society, the formation of social identities, variations among human societies and cultures, the meaning of community, deviance and social control, the evolution and differentiation of societies, and patterns of racial, gender and class stratification. Attention is given to social institutions (such as religion, the family, science, politics, economics, and education), and the defining characteristics of modern societies (such as the growth of technology and bureaucracy.) *Open to all students.*

Mr. Cuba

103 (2) Social Problems: An Introduction to Sociology

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcohol and drug abuse, gambling, gun control, crime, homelessness, and teenage pregnancy. *Open to all students.*

Mr. Imber

111 (1) Sociology of the Family: An Introduction to Sociology

The course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of the family, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined; dual-career couples and working-class families will be emphasized. *Open to all students.*

Ms. Hertz

138 (1) Deviant Behavior: An Introduction to Sociology

Why are some behaviors, differences, and people

stigmatized and considered deviant while others are not? This course examines theoretical perspectives on deviance which offer several answers to this question. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to stigma, and how those labeled deviant cope with these responses. *Open to all students.*

Mr. Cuba

200 (1) Classical Social Theory

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present. *Prerequisite: one Grade 1 unit. Required of all majors.*

Mr. Imber

201 (2) Contemporary Social Theory

A comprehensive overview of social theories important in the twentieth century. The course examines primary texts representative of both microsociological and macrosociological approaches to social life, including phenomenology, ethnomethodology, dramaturgical analysis, symbolic interaction, structuralism, structural functionalism, conflict theory, class analysis, critical theory, and post-modern theory. *Prerequisite: Sociology 200. Required of all majors. This course was Sociology 300 before 1991-92. Not open to students who took 300 before 1991-92. Open to students who took 201 before 1991-92.*

Mr. Kon

202 (1) Social Statistics

An introduction to the use of statistics in the social sciences. Both descriptive and inferential statistics are presented as ways of organizing data for the development and testing of hypotheses and as a guide to understanding social science research. Provides the necessary background for 302. *Open to all students. Required of all majors. This course was Sociology 201 before 1991-92. Not open to students who took 201 before 1991-92.*

Mr. Cuba

207 (2) Criminology

Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and correc-

tions. Attention to the relationships among crime, punishment and justice. *Open to sophomores, juniors and seniors without prerequisite.*
Ms. Silbey

208 (2) Social Construction of Gender

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification. The processes and mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns. *Open to all students. Not offered in 1992-93.*

209 (2) Social Inequality: Class, Race, and Gender

The concept of social stratification is a basic concept of sociology describing differences among individuals and among institutions. This course examines patterns of social inequality through understanding the implications of class, race, and gender for social mobility and status. Analyses of fictional and non-fictional works will guide our study of social inequality on the community, national, and international levels. *Open to all students. Not offered in 1992-93.*

213 (1) Law and Society

Study of a day in court and underlying factors that lead to lawful behavior. Study of legal reasoning, types of law and legal systems, and relationship of law to social class and social change. Emphasis upon the profession and practice of law including legal education, stratification within the bar, and the politics of legal services. *Open to all students. Not offered in 1992-93.*

215 (2) Sociology of Popular Culture

An examination of the expression, production, and consequences of various forms of popular culture in comparative-historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production and consumption of popular culture in contemporary capitalist and socialist societies, and the diffusion of American popular culture in the modern world-system. Emphasis on the origin, meaning and social significance of forms of modern popular music such as blues, jazz, reggae, and rock and roll. *Open to all students. Not offered in 1992-93.*

216 (1) Sociology of Mass Media and Communications

An analysis of the interplay between social forces, media, and communication processes in contemporary society. Focus on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio and television, the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, and the role of the media in the process of identity formation. Discussions also address issues of the social implications of new communication technologies and the role of the media in the democratic process. *Open to all students. Not offered in 1992-93.*

217 (1) Power: Personal, Social, and Institutional Dimensions

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes. *Open to sophomores, juniors, and seniors without prerequisite.*

Ms. Silbey

225 (2) Science, Technology and Society

An examination of the social conditions of scientific development and controversy, and the links among scientific work, technological development and everyday life. Topics include: the interrelation of science, government and industry; sociobiology and IQ debates; the politics of science education and the ethics of science research. *Not offered 1992-93.*

226 (2) Women in Science: Their Lives and Work

This course will explore the pursuit of science by women. Among the issues to be addressed are the nature of scientific work, structure of scientific institutions, women's achievements and recogni-

tion in the sciences, work-family choices, and barriers to success. Particular attention will be given to theories concerning women's involvement in the scientific enterprise. The fieldwork component of the course will include in-depth studies of individual Boston-area women scientists representing a variety of scientific disciplines and work settings. *Prerequisite: One unit of Group C with lab, or permission of the instructor.*

Ms. Rayman and Ms. Kolodny

228 (1) Sociology of Work and Occupations

An examination of the institution of work, from the manufacturing sector to high-technology industries. Study of the changing nature of work in our society and in comparison with other societies. Topics include the process of professionalization, construction of careers, work environments and the relationship of work to physical and mental health. Emphasis on the meaning of work for women's lives. *Open to all students.*

Ms. Rayman

229 (1) Organizations and Organizational Behavior

How do organizations operate? Why do people act the way they do inside organizational settings? Analysis of organizational structure, processes, and behavior. Topics include organizational roles, managerial ideologies, the individual in the organization, power, communication, effectiveness, decision-making, conflict, recruitment, mobility, fast-tracking, risk-taking, initiative, flexibility and rigidity in organizational structure, and organizational change. *Not offered in 1992-93.*

232 (2) Social Institutions At Work: Explorations through Documentary Film

Explores fundamental sociological concepts and processes by close study of major documentary films by Frederick Wiseman: *Welfare, High School, Juvenile Court, Law and Order, Hospital, The Store, Meat, Model*. *Open to all students. Not offered in 1992-93.*

233 (2) Volunteering in the Welfare State

A broad historical and social examination of volunteering in America and in other nations. The impact of volunteerism on the shape and character of social institutions, including the family, school, church, hospital, and state. Special focus on ethnic and gender variations in forms of volunteering. *Not offered in 1992-93.*

235 (2) Friendship in Cross-Cultural and Historical Perspective

A broad interdisciplinary and cross-cultural overview of friendship as a social institution, friendship in the life course, and patterns of friendship which have existed in different societies. What are the historical and philosophical roots of the notion of friendship? Is friendship in modern societies less stable and intimate than friendship in preindustrial, traditional societies? Are there universal, transcultural similarities and/or differences in friendship patterns between men and women? How have male and female friendships differed in different cultural and historical contexts? How and why do people differentiate between feelings of friendship and feelings of love?

Mr. Kon

300 (1) Research Projects and Important Texts

Each student in this seminar will work on an advanced project elaborating and expanding a research paper or project already completed in a previous class. Topics for research will be determined in consultation with the instructor. In addition, the entire class will collectively read and closely analyze a series of important texts. The texts will be chosen so that readings cover the substantive topics of the individual research projects. *Required of all senior majors. Open to non-sociology majors by permission of the instructor.*

Ms. Silbey

302 (2) Research Methods

An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Emphasis is on field research experience; class participants work collectively on the design and implementation of a research project of their choice. *Prerequisite: 202 or by permission of the instructor. Sociology 201, taken before 1991-92, satisfies the prerequisite. Required of all majors.*

Mr. Cuba

311 (2) Seminar. Family and Gender Studies

The Family, the State and Social Policy. Analysis of problems facing the contemporary U.S. family and potential policy directions in the 1990's. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types. Emphasis on sexuality, teen

pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. *Enrollment is limited. Preference will be given to students who have taken family or gender related courses in sociology, anthropology, psychology, political science, history and women's studies. Admission by written application prior to registration.*

Ms. Hertz

314 (1) Medical Sociology and Social Epidemiology

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care. *Prerequisite: one Grade II unit or by permission of the instructor.*

Mr. Imber

324 (2) Seminar. Social Change

Analysis of the impact of change on the polity, economy, family, the stratificational system and living arrangements. Comparison between western and non-western societies. Particular emphasis on the social psychological dimensions of change; the processes of rationalization, development and revolution; modernization and its discontents, and the rise of the new traditionalism. *Prerequisite: two Grade II units or by permission of the instructor. Not offered in 1992-93.*

329 (2) Internship in Organizations: Qualitative Research Methods

An internship in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government and industry. The internship is utilized for participant observation of selected aspects of organizational behavior, structure, or process. Seminar sessions are focused on selected topics in organization research and on issues in participant observation and in-depth interviewing. Limited to juniors

and seniors. *Prerequisite: one Grade II unit or by permission of the instructor. 228 or 229 is recommended. Admission by application prior to spring registration.*

Ms. Hertz

338 (2) Seminar. Topics in Deviance, Law and Social Control

Topic for 1991-1992: The Social Organization of Law. Seminar consists of close, critical reading of landmark works in the sociology of law, including Marx, Weber, Holmes, and Lewellyn. Writings by the American legal realists and contemporary critical legal scholars will be studied, with examples of empirical studies of the law-in-action. Issues include the nature of the legal form, the characteristics of legal reasoning, patterns of litigation, stratification of the legal profession, civil and regulatory law enforcement, and alternatives to law. *Enrollment is limited. Preference will be given to students who have had some law-related instruction in sociology, philosophy, anthropology, or political science. Not offered in 1992-93.*

349 (2) Vocation

What is the origin of the idea of vocation in Western societies and how does that idea illuminate the inner life of particular professions? An examination of the social and cultural forces that determine the changing character of authority in four professions: ruling, teaching, doctoring and ministering. Focus on the meaning of "calling" in the modern world. Careful reading of selections from classical and contemporary figures who reflect on the higher purposes of politics, education, medicine, and modern religious faith.

Mr. Imber

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Directions for Election

Sociology studies human interaction and how people collectively give meaning to their behavior and lives. The scope of sociology—human social life, groups, and societies—is extremely broad, ranging from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, or legal systems. This exploration is conducted across many cultures and historical periods.

A sociology major must include nine courses: Sociology 200, 201, 202, 300 and 302, plus four additional courses. Permission to take a required course for the major elsewhere must be obtained in advance from the department chair. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years.

A minor in sociology (6 units) consists of: any Grade I unit, Sociology 200 and 4 additional courses. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Spanish

Professor: *Gascón-Vera, Roses*^{A1}

Associate Professor: *Agosin^A, Vega*

Assistant Professor: *Bou, Hall, Syverson-Stork*

Lecturer: *Renjilian-Burgy (Chair)*

Visiting Assistant Professor: *Canepa*

All courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Courses 101-102 [100] and 201-202 [102] are counted toward the degree but not toward the major.

Students who begin with 101-102 [100] in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 241 [201] or 242 [202]; and at least two more 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature (252) [206] and early Spanish American literature (251) [205], respectively.

Spanish 265 [260] is recommended for students whose primary interest lies in Latin America and Spanish 266 [261] is recommended for students whose primary interest is in Spain. Upon approval from the department, up to four courses taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) oral and written linguistic proficiency, (b) ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

Individually planned majors in Latin American Studies, which combine language and literature courses with a program of anthropology, political science, and economics courses, are encouraged.

Qualified juniors are encouraged to spend a semester or a year in a Spanish speaking country, either with Wellesley's PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or another approved program. See p. 63. To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), a student must be enrolled in 241 [201] or higher

level language or literature course the previous semester.

Teacher Certification: Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult the Chair of the Spanish Department and the Chair of the Department of Education.

101-102 (1-2) Elementary Spanish 2

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied drills. Oral presentations. Cultural readings and recordings. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to all students who do not present Spanish for admission.*

The Staff

201-202 (1-2) Intermediate Spanish 2

Intensive review of all language skills. Emphasis on oral and written expression. Cultural readings by contemporary Spanish and Spanish American writers. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite: two admission units in Spanish or 101-102.*

The Staff

241 (1) (2) Oral and Written Communication

Practice in conversation and writing. Through frequent oral presentations, written assignments, readings on Hispanic cultures, and the study of audio- and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Two periods per week. *Prerequisite: 201-202, or four admission units or by permission of the instructor.*

The Staff

242 (2) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods. *Open to students presenting three admission units.*

Ms. Renjilian-Burgy

247 (1) Advanced Oral Communication in Spanish

Techniques and activities designed to develop fluency and pronunciation in the Spanish language. Included will be an introduction to phonetics. Students will also acquire idiomatic vocabulary through study of Spanish periodicals, audio and video tapes of Spain and Latin America. *Open to seniors. Not offered in 1992-93.*

Ms. Roses

250 (1) Modern Spanish Literature

The search for identity in Spain 1898-1936. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, Azorín and Ortega y Gasset. Offered in alternation with 204. *Prerequisite: 241 or 242 or by permission of the instructor. Not offered in 1992-93.*

Ms. Gascón-Vera

251 (2) Freedom and Repression in Spanish American Literature

An introduction to the literature of the Spanish American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. *Prerequisite: same as for 250. Not offered in 1992-93.*

Ms. Roses

252 (1) Christians, Jews, and Moors: The Spirit of Spain in its Literature

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Shlomo ibn Gabirol, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, *El burlador de Sevilla (Don Juan)*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón. *Prerequisite: same as for 250. Not offered in 1992-93.*

Ms. Gascón-Vera

253 (2) The Spanish American Short Narrative

The realistic and fantastic short stories of contemporary Spanish America. In-depth analysis of

the masters Quiroga, Borges, Cortázar, Rulfo, and García Márquez. *Prerequisite: same as for 250.*

Ms. Roses

254 (2) Censorship and Creativity in Spain 1936-1987

From 1936 to the present day. The struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. A study of the literary styles and accomplishments of contemporary authors: Miguel Hernández, Cela, Goytisolo, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 250. *Prerequisite: same as for 250.*

Mr. Bou

255 (2) Chicano Literature: From the Chronicles to the Present

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and nineteenth-century musical forms such as corridos. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdéz, Alberto Urista, José Montoya, Rodolfo Anaya. *Prerequisite: same as for 250. Not offered in 1992-93.*

Mr. Vega

256 (2) Nineteenth-Century Spanish Society as Seen by the Novelist

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation. *Prerequisite: same as for 250. Not offered in 1992-93.*

Mr. Bou

257 (2) The Word and the Song: Contemporary Latin American Poetry

The study of the themes and voices of Latin American poetry as they appear in the written work and the oral tradition of the folk song. Special emphasis will be on Neruda, Vallejo, Paz, Peri-Rossi, Belli, Dalton. *Prerequisite: same as for 250.*

Ms. Canepa

259 (1) Spanish Practicum

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences. Readings by Oscar Lewis, Babín, Maldonado Denis, and others. *Prerequisite: 241 or 242 or permission of the instructor. Not offered in 1992-93.*

Ms. Roses

260 (2) Women Writers of Spain, 1970 to the Present

A selection of readings—novels, poetry, essays, theatre—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaité, Rosa Montero, Ester Tusquets, Mercè Rodoreda, Carmen Conde. A close study of the development of their feminist consciousness and their response to the changing world around them. *Prerequisite: same as for 250.*

Ms. Gascón-Vera

261 (2) Contemporary Spanish American Theatre

A critical analysis of the theater of twentieth century Spanish America. Particular attention will be paid to the socio-historical context as well as to the influence of politics in the structure and themes of some ten to twelve representative plays. Reading will include works by Carballido, Díaz, Dragún, Gambaro, Marqués, Triana, Usigli, Wolff, and others. *Prerequisite: same as for 250. Not offered in 1992-93.*

Staff

263 (1) Latin American Literature: Fantasy and Revolution

The interrelation between aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Isabel Allende, Fuentes, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges. In English. *Open to all students. Not offered in 1992-93.*

Ms. Roses

265 (2) History of Latin America

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institu-

tions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America. In English. *Not offered in 1992-93.*

Ms. *Roses*

266 (1) History of Spain

From the epic struggle between Moors and Christians for the control of the Iberian Peninsula, through the centuries of imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain. In English. *Not offered in 1992-93.*

Mr. *Bou*

267 (1) The Writer and Human Rights in Latin America

The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the sixties to the present, how literary creation treats themes such as: censorship and self-censorship; the writer as journalist; disappearances; exile; victim and torturer; women and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Aguilar, and others will be studied. *Prerequisite: same as for 250. Not offered in 1992-93.*

Ms. *Agosin*

269 (2) Caribbean Literature and Culture

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, Pedro Juan Soto. *Prerequisite: same as for 250.*

Ms. *Renjilian-Burgy*

300 (1) Honor, Monarchy and Religion in the Golden Age Drama

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302. Open*

to students who have taken two Grade II units including one unit in literature. Not offered in 1992-93.

Ms. *Gascón-Vera.*

302 (1) Cervantes

A close reading of the Quixote with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction. *Prerequisite: same as for 300.*

Ms. *Gascón-Vera*

305 (2) Hispanic Literature of the United States

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrà, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera. *Prerequisite: same as for 300. Not offered in 1992-93.*

Ms. *Renjilian-Burgy.*

311 (1) Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

An in-depth study of the literary career of Gabriel García Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quién le escriba*, *La mala hora*, *La hojarasca*, *Cien años de soledad*, *El otoño del patriarca* and *Crónica de una muerte anunciada*. *Prerequisite: same as for 300. Open to seniors. Not offered in 1992-93.*

Ms. *Roses*

315 (2) Seminar. Luis Buñuel and the Search for Freedom and Morality

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An*

Andalusian Dog (1928) to his last *That Obscure Object of Desire* (1977). *Prerequisite: Open to seniors. Not offered 1992-93.*

Ms. Gascón-Vera

316 (2) Seminar. Voices of Dissent: the Struggle for Democracy through Literature

Examination of dissent and opposition against moral and religious oppression and political tyranny during the last two centuries in Spain and the significant role of literature in the struggle for a freer society. Analysis of the emergence of mass media as a vehicle for expression, as well as its impact in the transmission of texts from a perspective of cultural studies. Readings from literary works such as Larra's 'artículos', Pérez de Ayala's *AMDG*, Gómez de la Serna's *Greguerías*, Max Aub's *El laberinto mágico*, Luis Martín Santos' *Tiempo de silencio* and Juan Marsé's *Si te dicen que caí*. *Prerequisite: Open to seniors. Not offered in 1992-93.*

Mr. Bou

317 (1) Seminar. The New World in Its Literature: Conquest and Counter-Conquest

Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most significant texts and related modern texts. Topics include the emergence of Latin America, politics and "barbarism," the first fight for human rights, Aztec and Inca thought, and the defense of women's right to knowledge. *Prerequisite: Open to seniors.*

Ms. Canepa

318 (2) Seminar. Love and Desire in Spain's Early Literature

Medieval Spain, at a nexus between the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language and metaphor in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove's Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic "kharjas"; the Galician "cantigas d'amigo"; the Catalan lyrics of Ausias March; Diego de San Pedro, *Carcel de Amor*; and Fernando de Rojas, *La Celestina*. *Prerequisite: Open to seniors.*

Mr. Vega

320 (2) Seminar. Journalism in Spain

An analysis of the characteristics of journalism in Spain after Franco. We will read selections from the Madrid dailies, *El País*, *ABC*, *Pueblo*, and from weekly magazines such as *Interview* and *Cambio 16*. Among the journalists to be studied are Francisco Umbral, Rosa Montero, Juan Cueto, and Maruja Torres. *Prerequisite: Open to seniors. Not offered in 1992-93.*

321 (1) Seminar. Latin American Women Writers

The course will deal with the awakening of feminine and feminist consciousness in the prose of Latin American women writers from the 1920s to the present: María Luisa Bombal, Silvina Bullrich, Teresa de la Parra, Rosario Ferré, Lydia Cabrera. Close attention will be paid to dominant themes of love and dependency; imagination as evasion; alienation and rebellion; sexuality and power; search for identity. *Prerequisite: Open to seniors. Not offered in 1992-93.*

Ms. Agosin.

322 (2) Seminar. Avantgarde Poetry of Spain

A study of the major poets of the generation of 1927. In-depth study of poets García Lorca, Guillén, Salinas, Aleixandre, and Alberti. *Prerequisite: Open to seniors. Not offered in 1992-93.*

Mr. Bou

324 (2) Seminar. Avant-Garde and Modernity in Spain

Using a wide variety of literary texts, paintings, and cinema, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between the Spanish and mainstream European Avant-Garde: main figures will include Federico García Lorca, Ramón de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Guillermo de Torre, Salvador Dalí and Pablo Picasso. *Prerequisite: Open to seniors. Not offered in 1992-93.*

Mr. Bou

350 (1) (2) Research or Individual Study 1 or 2

Open by permission of the instructor to seniors who have taken two Grade III units in the department.

360 (1) (2) Senior Thesis Research 1 or 2

By permission of department. See p. 65, Departmental Honors.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Education 308 (1)

Seminar. Foreign Language Methodology

Extrdepartmental 330 (1)

Seminar. Comparative Literature. Redefining Realism: Lovers and Housewives

Peace Studies 259 (2)

Peace and Conflict Resolution

Technology Studies Program

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The program consists of Technology Studies and cross-listed courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, women and technology, technology in the third world, energy policy and nuclear power. For 1992-93, in addition to 209, students can elect individual cross-listed courses, in consultation with an instructor in Technology Studies, in addition to their major in a department or interdepartmental program.

100 (2) Medical Technology and Critical Decisions

Examination of new options in medical diagnosis, treatment and prevention, and of systematic methods for making decisions that can lead to informed choices by patients, doctors, and society. Study of amniocentesis and other medical decision problems, and their economic and ethical aspects. Hands-on experience with scientific and engineering devices and computer modelling of decision-making processes. Development of the necessary scientific background and mathematical skills. This course carries one unit of nonlaboratory Group C distribution credit. *Not offered in 1992-93.*

Mr. Ducas, Mr. Shuchat

140 (2) Television Technology and Projects Workshop

The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applications as computer-controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied

first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term. *File application in the Physics department. Written permission is required of all students. Not offered in 1992-93.*

Mr. Ducas

201 (1) Television Technology and Social Impact

The course considers how economic, political and technological factors influence television programming and how television content affects the mass audience. We will observe television content through systematic observation and will learn how the television image is produced and manipulated. Students will gain experience producing or editing video material. A major project of the course is the design, conduct and analysis of an experiment in television effects. Previous coursework in social science research methods, statistics, or computer science is highly recommended. *Prerequisite: Technology Studies 100 or two units in sociology, psychology, political science, economics, computer science, physics, or biological sciences. Not offered in 1992-93.*

Mrs. Just

208 (2) Technological Applications of Light

The nature of light, the interaction of light with matter and the fundamentals of lasers. Applications of light in such fields as medicine, food processing, communications, defense, isotope separation, information science and solar energy storage and conversion. Emphasis will be placed on how the fundamental properties of light and light-matter interactions may be exploited for new technologies. This course fulfills Group C distribution, but does not meet laboratory science requirement. *Not offered in 1992-93.*

Mr. Coleman

209 (2) Women and Technology

An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation. *Open to all students.*

Ms. Chaplin

Cross-Listed Courses

Anthropology 275 (1)

Technology and Society in the Third World. *Not offered in 1992-93.*

Art 214 (2)

Photographic Processes. Formerly Technology Studies 217. *Not offered in 1992-93.*

Art 225 (2)

Image Context: New Media Theory and Practice. Formerly Technology Studies 218. *Not offered in 1992-93.*

Biological Sciences 107 (1)

Biotechnology

Economics 228 (2)

Environmental and Resource Economics

Mathematics 250

Topics in Applied Mathematics. *Not offered in 1992-93.*

Music 203 (2)

Computer Music Synthesis Techniques and Compositional Practice. Formerly Technology Studies 203. *Not offered in 1992-93.*

Philosophy 249 (1)

Medical Ethics

Physics 222 (1)

Medical Physics. *Not offered in 1992-93.*

Political Science 327 (2)

International Organization

Sociology 225 (2)

Science, Technology and Society. *Not offered in 1992-93.*

Theatre Studies

Professor: *Barstow (Director)*

Lecturer: *Bosch*

Director of Theatre: *Hussey*

Production Manager: *Handelman*

203 (1) Plays, Production, and Performance

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical application of the acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience. *Open to all students.*

Ms. Hussey

204 (2) Techniques of Acting

An introduction to the vocal and interpretative and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting.

Ms. Bosch

205 (1) Acting and Scene Study

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant historical genre plays, classic to contemporary, regularly rehearsed and performed for class criticism. *Prerequisite: 203 or by permission of the instructor. Not offered in 1993-94.*

Mr. Barstow

206 (1) Design for the Theatre

Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The lighting of performance as a major component of theatrical production will be included. *Prerequisite: same as for 205.*

Mr. Handelman

212 (2) Representations of Women on the Stage

Study of specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing on what a public and popular art says and implies about women: their "nature," their roles, their place in

the society reflected, their options for individuality and for activity affecting others, etc. Consideration of the male dominance in both playwrighting and performance in historic cultures. *Open to all students. Not offered in 1992-93. Offered in 1993-94.*

Mr. Barstow

220 (2) Classic Plays in Performance

An historical survey of dramatic texts as realized in performance. Videotapes of performances approximating the original production style are the primary objects of study. Analytical and critical writing skills are emphasized in written critiques. *Open to all students. Not offered in 1993-94.*

Mr. Barstow

250 (1)(2) Research, Independent Study, or Production Apprenticeship

Open by permission to qualified students.

315 (1) Acting Shakespeare

Study and practice of skills and techniques for the gestural performance of complex and sonorous poetic speech in the histrionic realization of theatrical characters from Shakespeare's texts, "scenes invented merely to be spoken." Speeches and scenes performed for class criticism. *Prerequisite: 203, 204, and 205 or permission of the instructor after audition. Not offered in 1992-93, to be offered in 1993-94.*

Mr. Barstow

350 (1)(2) Research or Individual Study 1 or 2

Open by permission to qualified students.

Theatre Studies

AN INDIVIDUAL MAJOR

Director: *Barstow*

A major in Theatre Studies may be designed according to the provision of the Individual Major option. See p. 55.

Early consultation with the director is essential because some relevant courses are not offered every year and careful planning is necessary.

Students electing to design an individual major in Theatre Studies will usually take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley. Extensive courses in the Theatre Arts program are offered at MIT.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre Studies will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations.

In addition to all the offerings of the Theatre Studies Program, the following courses are specifically relevant to an individual major in Theatre Studies:

Africana Studies 222 (1) (B¹)

Images of Blacks and Women in American Cinema

Africana Studies 266 (2) (A)

Black Drama. *Not offered in 1992-93.*

Chinese 241 (2)

Chinese Poetry and Drama in Translation. *Not offered in 1992-93.*

Classical Civilization 310 (2) (A)

Greek Drama in Translation

English 112 (1)

Introduction to Shakespeare

English 223 (1)

Shakespeare Part I: The Elizabethan Period

English 224 (2)

Shakespeare Part II: The Jacobean Period

English 324

Advanced Studies in Shakespeare. *Not offered in 1992-93.*

French 206 (2)

Intermediate Spoken French

French 213 (1)

French Drama in the Twentieth Century. *Not offered in 1992-93.*

French 240 (1)

French Cinema. *Not offered in 1992-93.*

French 301 (1)

The French Classical Theatre. *Not offered in 1992-93.*

French 321 (2)

Seminar. Topic b: Women and the Stage: Female and Male Representation of Women in Nineteenth and Twentieth-Century French Drama. *Not offered in 1992-93.*

German 280 (2)

The German Drama from the Eighteenth Century to the Present. *Not offered in 1992-93.*

Italian 261 (2)

Italian Cinema (in English)

Japanese 251 (2)

Japan Through Literature and Film. *Not offered in 1992-93.*

Latin 251 (1)

Roman Drama

Russian 225 (1)

Soviet Film 1917-1980 (in English). *Not offered in 1992-93.*

Spanish 261 (2)

Contemporary Spanish American Theatre. *Not offered in 1992-93.*

Spanish 300 (1)

Honor, Monarchy and Religion in the Golden Age Drama. *Not offered in 1992-93.*

Technology Studies 140 (2)

Television Technology and Projects Workshop. *Not offered in 1992-93.*

Technology Studies 201 (1)

Television Technology and Social Impact. *Not offered in 1992-93.*

Other courses also may on occasion be counted towards the Theatre Studies individual major.

Women's Studies

Associate Professor: *Reverby (Chair)*

Assistant Professor: *Schirmer^{A1}, Gilmore*

A major in Women's Studies offers an opportunity for the interdisciplinary study of women's experience as it is reflected in the humanities, the sciences, and the social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about women and men. They also pursue knowledge of the gendered experience in diverse cultures and across time.

A major in Women's Studies has a number of core requirements. Students must take Women's Studies 120 (Introduction to Women's Studies), and Women's Studies 222 (Women in Contemporary Society). They must also elect a multi-cultural course that focuses on women. (A list of courses that fulfill this requirement may be obtained from the Women's Studies Department.) In addition, students will choose one course above the Grade I level in the humanities (A group). And finally, majors elect a "concentration" of four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Chair. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. It is strongly recommended that majors elect basic method and theory courses in their field of concentration and at least one additional appropriate multi-cultural course.

Majors design their own programs in consultation with the Chair of the Women's Studies Department.

The following courses are listed as Women's Studies courses and may be used to satisfy either the Group B¹ or Group B² distribution requirement. Other courses are available each semester through cross registration with MIT.

120 (1) (2) Introduction to Women's Studies

Introduction to the interdisciplinary field of Women's Studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity and sexuality will be studied. Exposure to some of the critiques made by Women's

Studies' scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration of one of the central dilemmas of contemporary feminist thinking: the necessity to make gender both matter and not matter at the same time.

Ms. Gilmore, Ms. Reverby

210 Feminism and the Environment

This course draws on multi-disciplinary materials that assess the relationship between gender and environmental concerns. We will explore two central questions: 1) to what extent does feminist theory help us understand complex environmental relations and environmental problems in the modern world and 2) to what extent does gender mediate or influence relationships to the (natural) environment. Issues to be addressed include: how is nature defined and by whom?, do scientific paradigms of nature and the environment reflect Western and masculinist biases and does this matter? How does gender affect the environmental movements? How can feminist theory help us to understand specific case studies of environmental "hot spots" like Bhopal, the South Pacific and Vietnam? *Open to all students. Not offered in 1992-93.*

220 Women, Peace and Protest: Cross-Cultural Visions of Women's Actions

Examination of women's participation in the movements of nuclear disarmament, human rights and social and economic justice. Examination of the nature and history of these movements as well as their organization and ideological structure. Focus on understanding if, why, and under what circumstances gender becomes a central force in the development of these movements. Questions addressed will include 1) why and in what ways have women been central to the European peace movement, 2) how has the involvement of women helped to define the human rights movement in Latin America, 3) whether women's involvement in protest for social and economic justice has changed traditional political institutions, such as unions and political parties, and 4) the extent to which feminist theory and theories of the state have accounted for the nature of women's protest. *Prerequisite: permission of the instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Schirmer

222 (2) Women in Contemporary Society: Different Ways of Knowing

An introductory examination of how changes in social structure, ideology, culture and politics have affected women in the Third World and in the U.S. since World War II. "Separated" and "connected" ways of knowing, as well as feminism as a positive form of critical thinking, are discussed. Issues, such as cross-cultural meanings of motherhood, economic and reproductive oppression, and the possibility for many feminisms are examined. Then the focus shifts to women's lives in the U.S., the "happy days" of the 1950's, the impact of the Women's Movement of the 1960's, 70's and 80's, with an emphasis upon work, welfare, and feminist ways of knowing.

Ms. Schirmer

224 (2) Women's Lives through Oral History

If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach. *Prerequisite:* 120 or 222 recommended, *written permission of the instructor required.*

Ms. Reverby

230 (2) The Body Politic

Exploration of some of the ways in which politics, human agency and identity are represented in relation to the body. If representation, especially representations of the body, can be considered "political", what are its politics, where are they located and to what uses may they be turned? Consideration of how 'the body' is represented as possessing gender, race, class and sexuality. Emphasis on multiple readings of theories of representation that take the body as an historical category using approaches drawn from feminist theory, lesbian and gay studies, and cultural studies. *Prerequisite:* *Written permission of the instructor.*

Ms. Gilmore

250 Asian Women in America

Examination of the history of Asian women in America, with particular attention to the changes in conditions of migration, refugee and legal sta-

tus, work opportunities, and family structure. The stereotypes that have affected Asian American women and their psychological consequences will be explored. Introduction to the Asian American woman's literary and artistic tradition, the various forms of feminism within the Asian American community, and the contemporary social and political issues for Asian American women. *Open to all students. Not offered in 1992-93.*

301 Seminar. The Politics of Caring

This seminar examines how and why caring is assumed to be a significant part of female character and women's work. Critical examination of explanations of women's roles as caregivers and nurturers, including biosocial, psychoanalytic, and socialization theories and research. Critique of the philosophical debates about caring. Historical study of the work of caring: the relationship between women's unpaid labor in the home and the work of caring in paid occupations and professions, such as medicine, nursing, day care and social work. Study of how caring has become politicized and the basis for women's political action. *Prerequisite:* *Open to Juniors and Seniors with written permission from instructor. WOST 120, or 222, or 220 or Psychology 303 required. Not offered in 1992-93. Offered in 1993-94.*

Ms. Reverby

305 (1) Seminar. Topics in Gender, Ethnicity and Race

Topic for 1992-93: Self-Representation and the Fictions of Identity Exploration of women's self-representation as a kind of writing that exposes the constructed boundary between fiction and autobiography. The novel of female development (or bildungsroman) as well as the recognizable autobiography are both forms in which contemporary women writers have explored the possibilities and politics of self-representation. In this seminar we will explore how women's representations of race, sexuality, identity and class challenge traditional notions of genre in works by Lorde, Cisneros, Moraga, Kincaid, Winterson, Wittig, Pratt and Steedman. *Open to Juniors and Seniors by written permission of the instructor.*

Ms. Gilmore

310 Seminar. Women, Social Policy and the State

Theoretical overview of theories of the welfare state and of perspectives on women and social policy. Examination of the nature of social policy and its historical and socio-political basis in

Sweden, Denmark, Norway, Finland, England and West Germany which have come to be known for their comprehensive social policy measures and for their relative gender equality. Study of the extent to which women's movements in each of these countries have influenced the social and political agenda. Student research projects on social policy and women's movements in a country other than one in Scandinavia. *Prerequisite: permission of instructor. Not offered in 1992-93. Offered in 1993-94.*

Ms. Schirmer

316 Seminar. History and Politics of Sexuality in the United States

In recent years there has been an increasing debate over whether human sexuality is an autonomous force or a phenomenon determined by history, politics, and culture. Many historians suggest the "discourse" on female sexuality, in particular, has been conditioned by cultural norms about femininity and women's place in society, the shifting boundaries between "normality" and "deviance," the feminist political stance on sexual autonomy, the medicalization of sexuality, and intervention of the state. This seminar will explore these issues by examining the history of sexuality in the American context. *Open to Juniors and Seniors by permission of the instructor. 120, 222, or 320 and History 257 or Africana Studies 230 is recommended. Not offered 1992-93. Offered in 1993-94.*

Ms. Reverby

320 (2) American Health Care History in Gender, Race and Class Perspective

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed. *Open to Juniors and Seniors by written permission of the instructor.*

Ms. Reverby

330 (2) Seminar. Twentieth-Century Feminist Movements in the First and Third World

Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural

exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper. *Open by written permission of the instructor.*

Ms. Schirmer

360 (1) (2) Senior Thesis Research

By permission of the department. See p. 65, Departmental Honors. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to sister students and faculty.

370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

Africana Studies 212 (2)

Black Women Writers

Africana Studies 217 (1)

The Black Family

Africana Studies 222 (1) (B¹)

Images of Blacks and Women in American Cinema

Africana Studies 225 (1)

Introduction to Black Psychology

Africana Studies 230 (2)

The Black Woman in America

Africana Studies 318

Seminar. Women and the African Quest for Modernization and Liberation. *Not offered in 1992-93.*

Africana Studies 335

Women Writers of the English-Speaking Caribbean. *Not offered in 1992-93.*

Africana Studies 344

Seminar. Interdisciplinary Perspectives in Black Family Studies. *Not offered in 1992-93.*

Africana Studies 345

Seminar. Women and International Development. *Not offered in 1992-93.*

Anthropology 236 (2)

Witchcraft, Magic and Ritual: Theory and Practice

Anthropology 269 (1)

The Anthropology of Gender Roles, Marriage and the Family

Art 233 (1)

Domestic Architecture and Daily Life

Art 312 (2)

Seminar. Problems in Nineteenth-Century Art. Topic for 1992-93: Star Systems

Chinese 330 (1)

Images of Women in Chinese Literature

Classical Civilization 104 (1)(A)

Classical Mythology

Economics 243

Race and Gender in U.S. Economic History. *Not offered in 1992-93.*

Education 306 (B^{1,2})

Seminar. Women, Education and Work. *Not offered in 1992-93.*

Education 312

Seminar. History of Child Rearing and the Family. *Not offered in 1992-93.*

English 114 (1)

Race, Class and Gender in Literature

English 383 (2)

Women in Literature, Culture, and Society

Extrdepartmental 223

Women in Science. *Not offered in 1992-93.*

Extrdepartmental 232 (2)

New Literatures: Lesbian and Gay Writing in America

French 208 (2)

Women and the Literary Tradition

French 304

The French Novel in the Eighteenth Century. *Not offered in 1992-93.*

French 318 (1)

Modern Fiction

French 319 (2)

Women, Language, and Literary Expression

French 321

Seminar. Topic a. Duras. *Not offered in 1992-93.*

French 321

Seminar. Topic b. Women and the Stage: Representations of Women in Nineteenth and Twentieth Century French Drama. *Not offered in 1992-93.*

History 241

Women in Modern European History. *Not offered in 1992-93.*

History 257 (1)

History of Women and Gender

History 262

Women and Labor in America. *Not offered in 1992-93.*

History 332 (2)

Girlhood and Boyhood in America

History 342

Seminar. Women, Work and the Family in African History. *Not offered in 1992-93.*

History 344

Seminar. Gendered Domains: Women and Men in Modern Japan. *Not offered in 1992-93.*

History 364 (2)

Seminar. Women in Islamic Society: Historical Perspectives

Italian 271 (1)
Introduction to Italian Studies

Language Studies 238
Sociolinguistics. *Not offered in 1992-93.*

Peace Studies 259 (2)
Peace and Conflict Resolution

Philosophy 227 (1)
Philosophy and Feminism

Political Science 307 (2)
Seminar. Gender, Culture and Political Change

Political Science 320 (2)
Seminar. Inequality and the Law

Political Science 336 (1)
Seminar. Women, the Family and the State

Political Science 344 (1)
Feminist Political Theory

Psychology 303 (2)
Psychology of Gender

Psychology 317 (2)
Seminar. Psychological Development in Adults

Psychology 325 (2)
Seminar. History of Psychology

Psychology 340
Organizational Psychology. *Not offered in 1992-93.*

Religion 225 (1)
Women in Christianity

Religion 235
Ethics of Liberation Theology. *Not offered in 1992-93.*

Religion 243 (2)
Women in the Biblical World

Religion 316
Seminar. The Virgin Mary. *Not offered in 1992-93.*

Russian 302 (2)
Modern Literary Russian

Russian 320 (2)
Seminar. *Not offered in 1992-93.*

Sociology 111 (1)
Sociology of the Family: An Introduction to Sociology

Sociology 208
Social Construction of Gender. *Not offered in 1992-93.*

Sociology 209
Social Inequality: Class, Race, and Gender. *Not offered in 1992-93.*

Sociology 217 (1)
Power: Personal, Social, and Institutional Dimensions

Sociology 228 (1)
Sociology of Work and Occupations

Sociology 311 (2)
Seminar. Family and Gender Studies

Spanish 253 (2)
The Spanish American Short Narrative

Spanish 260 (2)
Women Writers of Spain, 1970 to the Present

Spanish 321
Seminar. Latin American Women Writers. *Not offered in 1992-93.*

Technology Studies 209 (2)
Women and Technology

Theatre Studies 212
Representations of Women on the Stage. *Not offered in 1992-93.*

Writing Program

Entering students are required to complete one semester of expository writing in their first year at Wellesley. Writing courses numbered 125 are offered by faculty from many departments on a variety of topics. In all sections writing is taught as a means not only of expressing ideas but also of acquiring them. Students receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgement of sources. There are no exemptions from this requirement.

Writing 125A/English 120 and 125B/English 120 in Semester 1, and Writing 125A/English 120 and Writing 125B/English 120 in Semester 2, in addition to fulfilling the Writing Requirement, also fulfill a requirement for the English major and a Group A distribution requirement. Writing 125C/Classical Civilization 120 in Semester 1, in addition to fulfilling the Writing Requirement, also counts as a unit for the Group A distribution requirement and the Classical Civilization major. Writing 125D/Education 102 in Semester 1, in addition to fulfilling the Writing Requirement, also fulfills a requirement for the Education minor and a Group B distribution requirement. These sections include a third session each week.

Continuing Education students and other transfer students who have not fulfilled a similar requirement must also complete one semester of expository writing, either Writing 125 or English 200 (Intermediate Expository Writing). English 200 sections are described in the listing of the English Department.

Below are descriptions of the Writing 125 sections offered in 1992-93. Students are invited to indicate a list of preferences, which will be honored as far as possible.

SEMESTER I

Writing 125A/English 120 (1)

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.

Ms. Harman, Department of English

Writing 125B/English 120 (1)

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements and fulfills a Group A distribution requirement. Includes a third session each week.

Ms. Hickey, Department of English

Writing 125C/Classical Civilization 120 (1)

Epic Vision in Homer and Vergil

Gods and goddesses, heroes and heroines in Homer's Iliad and Odyssey and in Vergil's Aeneid. The relations between human and divine characters. Readings of the poems in translation and of recent critical essays on the epics. Emphasis on development of writing skills. Open to all first-year students, this course both satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the Classical Civilization major. Includes a third session each week.

Ms. Geffcken, Departments of Greek and Latin

Writing 125D/Education 102 (1) Education in Philosophical Perspective

Reflective inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and culture, schooling and society. Readings both classical (e.g. Plato, Dewey, DuBois) and contemporary. Open to all first-year students, this course both satisfies the Writing 125 requirement and fulfills a requirement for the Education minor and a Group B distribution requirement. Includes a third session each week.

Mr. Hawes, Department of Education

125E (1) Patterns for ESL Students

Our focus: other cultures, whatever "other" happens to be. Our goal: learning to hear the voice of a writer speaking from within her culture, to recognize her individuality and, at the same time, to recognize the cultural influences and issues which color her writing. Course format varies each year: we may focus on a world area (Africa and African-descended cultures, the Middle East, Latin America, Asia and Asian-American cultures) or on an issue: relationships between women and men, poverty, the structure and role

of the family. This section will meet a third hour each week to provide extra instruction in grammar and vocabulary for students whose native language is not English. *Mandatory credit/noncredit.*

Ms. Wood, *The Writing Program*

125G (1) Writing about Fiction

We shall practice analytical writing in a series of essays on fiction. Several essays will be critical interpretations of short stories by Lawrence, Welty, Nabokov, Garcia-Marquez, Valenzuela, and Kawabata; one essay will respond to *One Writer's Beginnings*, Eudora Welty's autobiographical account. We shall also take a look at contemporary discussions of the nature of fiction and reflect upon the complexity of our pleasure in reading it. To understand the implications of an author's choices about the narrator, setting, plot, and tone, we shall each attempt (in an ungraded assignment) to write a short story.

Ms. Sides, *Department of English*

125H (1) Great Essays

Through discussion of a wide variety of classic and modern essays, this course will suggest the many effects an essay can produce, and the many stylistic possibilities open to students when they write. We'll look at authors with distinctive contemporary voices, like Pauline Kael and Joan Didion, great masters of the essay like Montaigne and Bacon, and authors who work in a variety of essay types, for example, Virginia Woolf, Alice Walker, and Herman Melville. *Mandatory credit/noncredit.*

Mr. Reinert, *Department of English*

125J (1) Waking Dreams

When does fiction become fantastic? We shall examine a range of novels and stories that can be described as "fantasy," from the shifting landscape of *Alice in Wonderland* or Tolkien's sturdy Middleearth to the more ambiguous worlds of "magical realists" such as Angela Carter. Students will write critical essays exploring the shifting domain of fantastic literature.

Ms. Webb, *Department of English*

125K (1) Monster or Hero: The Case of Richard III

Few monarchs have inspired such impassioned debate as the last of the Yorkist kings, Richard III (1483-1485) who, according to legend, murdered his two nephews to gain the throne. Was he

Shakespeare's hunchbacked misfit? The evil king of Thomas More's imagination? The loyal brother depicted in Josephine Tey's detective fiction? Or the hero of the Richard III Society? Writings of contemporary chroniclers such as Dominic Mancini and Polydore Vergil, as well as those of modern interpreters, will aid in our search for the truth. Frequent exercises will sharpen writing skills and improve the student's ability to evaluate critically historical and literary sources. *Mandatory credit/noncredit.*

Ms. Taylor, *Department of History*

125L (1) Democracy in America

A close reading of large passages from Alexis Tocqueville's *Democracy in America*, still the greatest commentary on what American democracy means; discussion also of other contemporary observers of the American scene Tocqueville was writing about, including Charles Dickens, Harriet Martineau, Edgar Allan Poe, Henry David Thoreau, and Frances Trollope.

Mr. Rosenwald, *Department of English*

125M (1) The Evolving Meaning of God

An examination through our reading and writing of the thinking of several theologians from the Judeo-Christian tradition who have pondered the meaning of God for human life in the late twentieth century. Readings from Michael Goulder and John Hick, *Why Believe in God?*; Richard Rubenstein, *After Auschwitz*; Harold Kushner, *When Bad Things Happen to Good People*; Mary Daly, *Beyond God the Father*; and Sallie McFague, *Models of God*. Students who are from religious backgrounds outside of the Judeo-Christian tradition are especially welcome to take the class and augment the readings of the course with readings from their own religious traditions.

Ms. Ward, *Class Dean*

125N (1) World of Journalism

Experimenting with journalistic writing styles encourages students to become flexible and imaginative writers and editors. Ranging from hard news to literary journalism, the assignments involve interviewing and investigation as writers explore student concerns at Wellesley, public issues, individual lives, and the student's own choice of topics. The course offers opportunities to practice accurate observation, keen analysis, editorial judgment, and clear, concise writing styles. Students, as journalists, will examine reporting issues in media stories and in their own

writing. Journalists discuss the writing life in class; students visit a news organization. *Mandatory credit/noncredit.*

Ms. Smith, Public Affairs

125O (1) Women and Law

We will read cases and articles about the way courts have changed existing laws affecting American women and their roles in the workplace, the academy, and the home. Readings will be selected from such cases as *Roe v. Wade* and *Webster v. Reproductive Health Services* (abortion), *In Re Baby M* (surrogacy), and *Marvin v. Marvin* (divorce and “rehabilitative alimony”), and from recent cases on gender discrimination, affirmative action, and parental rights. Students will write regularly during class time, in addition to writing formal essays and keeping journals on a variety of legal issues. *Mandatory credit/noncredit.*

Ms. Viti, The Writing Program

125P (1) Darwin, Marx, Freud: Pioneers of Modern Thought

An introduction to the thought of three nineteenth-century thinkers who have provided the historical framework for the contemporary period. Emphasis will be placed on their interpretations of human nature and history. Some attention will also be given to the psychological process of discovery, the origin of new ideas, and the process of social acceptance and the assimilation of ideas. *Mandatory credit/noncredit.*

Ms. Chaplin, Department of Philosophy

125R (1) Artists on Art

Four texts written by a craftsman, a scholar, a theoretician and a courtier provide first hand accounts of the changing role of the Italian artist and his art in the Renaissance. We will trace the artist’s progress from artisan to man of letters and the development of his work from craft to intellectual creation by reading selections from Cennini’s *The Craftsman’s Handbook*, Alberti’s *Treatise on Painting*, Leonardo’s *Notebooks*, and Cellini’s *Autobiography*. Class work and writing assignments will focus on issues such as the making of paintings, the function of images, the education of the artist, and the perils of commercial and courtly life. Whenever possible these topics will be discussed in relation to paintings and sculptures of the period in slide presentation and by trips to the Museum of Fine Arts.

Ms. Allen, Department of Art History

125S, T (1) The Role of Stories

This course looks at the rich and various roles stories can play. We begin by reading very different types of stories, ranging from the story of Ruth in the Bible to case studies in law and psychiatry. We consider how these stories convey complex ideas in an effective and compelling manner (think of all the times you understood some principle or subtle truth because it was communicated to you in the form of a story). We also look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories). Our emphasis is on the process of writing, on discovering, developing, and refining ideas; individual attention, as needed, will be paid to the mechanics of writing and usage. *Mandatory credit/noncredit.*

Mr. Schwartz, The Writing Program

125U (1) The New Comedy of Greece & Rome

From the late fourth century at Athens to the second century at Rome, playwrights offered highly stylized comedies involving stock characters facing domestic crises and other social perils: spendthrift sons and rich crabby fathers; tricky slaves and gullible masters; long-lost siblings unexpectedly reunited; highborn girls rescued from a courtesan’s life; obnoxious pimps; windbag soldiers; silly cooks; and long-suffering mothers. Much of the humor in these comedies—ranging from slapstick nonsense to refined repartee—emerges from predictable predicaments handled unpredictably. We shall read complete plays and selected scenes by Menander, Plautus, and Terence (in translation), and selected modern criticism. *Mandatory credit/noncredit.*

Mr. Colaizzi, Department of Greek and Latin

125V (1) Women and Memoir: A Revision of Life

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this “revision” of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Mary McCarthy, Alice Walker, Eudora Welty, and Joan Didion. Students will have the

opportunity to use their own journal entries as raw material for critical essays. *Mandatory credit/noncredit.*

Ms. Berne, *The Writing Program*

125W (1) Autobiographical Writing by Women

A study of autobiographical writings by American women, to include: Mary McCarthy's *Memories of a Catholic Girlhood*, Maxine Hong Kingston's *The Woman Warrior*, Eva Hoffman's *Lost in Translation*, and Maya Angelou's *I Know Why the Caged Bird Sings*. We will discuss and write about the formulation in writing of significant life events such as coming of age, sexual awakening, emigration, and career choice, as well as issues raised by the act of writing autobiography: the motives for telling the story of self, the split between the writing "I" and the living "I," the fictive element of all "true" stories. This section provides special guidance for inexperienced or underconfident writers. *Mandatory credit/noncredit.*

Ms. Lundquist, *Department of English*

SEMESTER II

Writing 125A/English 120 (2)

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.

Mr. Shetley, *Department of English*

Writing 125B/English 120 (2)

An examination of English poems from the sixteenth to the mid-eighteenth centuries, the period in which modern English was standardized and in which the earliest canon of English poetry was developed. We shall focus on questions of poetic form, but also consider the contexts in which the poems were produced (historical, biographical, cultural). Poets will include: Skelton, Wyatt, Shakespeare, (Mary) Sidney, Donne, Bradstreet, Marvell, Dryden, Pope, Swift, Leapor and Wheatley. Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a

Group A distribution requirement. Includes a third session each week.

Ms. Mikalachki, *Department of English*

Writing 125D (2) *Scandalous Women: The Fiction of Edna O'Brien, Alice Munro, and Andre Dubus*

The title of this course refers to a story by Edna O'Brien, but it could very well apply to nearly every story we read during the semester. This course offers the opportunity to consider general questions about sexuality, religion, gender, and relationships between mothers and daughters through a close examination of three contemporary masters of the short story. *Mandatory credit/noncredit.*

Mr. Hill, *Department of Psychology*

125E (2) Patterns

Our focus: other cultures, whatever "other" happens to be. Our goal: learning to hear the voice of a writer speaking from within her culture, to recognize her individuality and, at the same time, to recognize the cultural influences and issues which color her writing. Course format varies each year: we may focus on a world area (Africa and African-descended cultures, the Middle East, Latin America, Asia and Asian-American cultures) or on an issue: relationships between women and men, poverty, the structure and role of the family. Open to any student interested in other cultures. *Mandatory credit/noncredit.*

Ms. Wood, *The Writing Program*

125F (2) Whodunit

Says W.H. Auden, "For me, as for many others, the reading of detective stories is an addiction like tobacco or alcohol." Our purpose is to examine the nature of this addiction. Why do otherwise sane people read detective fiction so voraciously? What redeeming value does it have? We will learn something of the genre by reading the classics—Doyle, Christie, Hammett or Chandler—as well as one or two currently popular authors. We will also read critical essays. Recurrent themes of discussion: the nature of the detective and the nature of the plot. *Mandatory credit/noncredit.*

Ms. Wood, *The Writing Program*

125G (2) Literature of Travel

Beginning with New World exploration narratives, this course will focus on the way travelers perceive or construct foreign landscapes. We will consider how the exotic can function as a screen for the projection of fears and fantasies, how the

traveler's "home" is redefined through contact with an alien culture, how the outsider or stranger (whether visitor, conqueror, or exile) negotiates between the discovery of otherness and the exploration of self. Readings will include Christopher Columbus, from *Select Documents Illustrating the Four Voyages*; E.M. Forster, *A Passage to India*; Joseph Conrad, *Heart of Darkness*; Ursula LeGuin, *The Dispossessed*; as well as selections from, among others, Freya Stark, Jack Kerouac, and Paul Theroux.

Ms. Brogan, Department of English

125H (2) Sisters in Crime

From Nancy Drew to Miss Marple, a study of detective fiction by and about women. We will read five mystery novels from a variety of genres—hardboiled, academic, and English country house—and will compare at least one novel with its film version. Scholarly essays and standard histories of the mystery genre will provide students with models for academic writing, and papers will be on both defined and open topics.

Ms. Lynch, Department of English

125J (2) Writing about Fiction

We shall practice analytical writing in a series of essays on fiction. Several essays will be critical interpretations of short stories by Lawrence, Welty, Nabokov, Garcia-Marquez, Valenzuela, and Kawabata; one essay will respond to *One Writer's Beginnings*, Eudora Welty's autobiographical account. We shall also take a look at contemporary discussions of the nature of fiction and reflect upon the complexity of our pleasure in reading it. To understand the implications of an author's choices about the narrator, setting, plot, and tone, we shall each attempt (in an ungraded assignment) to write a short story.

Ms. Sides, Department of English

125K (2) Writing About Films

This course will attempt to familiarize students with the distinctive rhetoric of the cinema by focusing on a few films by British directors since 1960—films often thought to "arty" or "intellectual" by Hollywood standards. Writing assignments will include a review, an analysis of cinematic imagery, a comparison of two directors' styles, and perhaps a portion of a screenplay. Directors studied will probably include Joseph Losey, Richard Lester, Nicholas Roeg, Lindsay Anderson, Ken Russell, Stanley Kubrick, Peter Greenaway, and Stephen Frears. *Mandatory credit/noncredit.*

Mr. Cooper, Department of English

125L (2) The Story and the Writer

Students will read and discuss stories by a wide range of writers including James Joyce, Flannery O'Connor, and Gabriel Garcia-Marquez. Essays will be based on these readings.

Ms. Cezaire-Thompson, Department of English

125M (2) Imaging American Women

Do men and women view themselves and the world differently? Is there a distinctively feminine mode of expression? Why have women, until recently, played such a minor role in the history of art? What can be done to remedy women's secondary status in the art world? We will consider issues such as these as we examine images of and by American women. Artists will include Mary Cassatt, Georgia O'Keeffe, Dorthea Lange and Madonna.

Ms. Bedell, Department of Art

125O (2) Law in Contemporary Society

We will read cases and articles about the ways in which courts have changed existing laws, and in so doing, have transformed American society. Readings will be selected from such cases as *Brown v. Board of Education* (school desegregation), *Roe v. Wade* (abortion), *In Re Brophy* (withholding of nourishment from terminally ill patients), and from recent cases on the rights of high school students, surrogate parenting, and criminal procedure. Students will write frequently during class time, in addition to writing formal essays and keeping journals on a variety of current legal issues. *Mandatory credit/noncredit.*

Ms. Viti, The Writing Program

125P (2) Dreams in Literature and Film

Dreams have played a creative role in the narratives of both Western and Non-western cultures. Whether as sources of inspiration or as literary devices, dreams clearly mark the works of writers from Dante and Shakespeare to Toni Morrison, Gabriel Garcia-Marquez and Maxine Hong Kingston—as well as the films of Bunuel, Cocteau, Fellini and Kurosawa. We will read (or watch) dream-related stories, films, and psychological writings, and use these sources in our weekly writing. Student work may include journal entries (including dream-journals), ongoing revisions of short papers, peer review, and regular conferences with the instructor. *Mandatory credit/noncredit.*

Mr. Hill, Department of Psychology

125X (2) Writing Tutorial

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. 125X tutorial meetings are individually arranged by students with their tutors. *Open to students from all classes by permission of the instructor. Mandatory credit/noncredit.*

Ms. Stubbs, Department of English

Writing Course Addendum

125F (1) Patterns

Our focus: other cultures, whatever "other" happens to be. Our goal: learning to hear the voice of a writer speaking from within her culture, to recognize her individuality and, at the same time, to recognize the cultural influences and issues which color her writing. Course format varies each year: we may focus on a world area (Africa and African-descended cultures, the Middle East, Latin America, Asia and Asian-American cultures) or on an issue: relationships between women and men, poverty, the structure and role of the family. *Mandatory credit/noncredit*

Ms. Wood, *The Writing Program*

125R (2) Autobiographical Writing by Women

A study of autobiographical writings by American women, to include: Mary McCarthy's *Memories of a Catholic Girlhood*, Maxine Hong Kingston's *The Woman Warrior*, Eva Hoffman's *Lost in Translation*, and Maya Angelou's *I Know Why the Caged Bird Sings*. We will discuss and write about the formulation in writing of significant life events such as coming of age, sexual awakening, emigration, and career choice, as well as issues raised by the act of writing autobiography: the motives for telling the story of self, the split between the writing "I" and the living "I," the fictive element of all "true" stories. *Mandatory credit/noncredit*

Ms. Lundquist, Department of English

125Q (2) Reading and Writing Nature

A study of works from the genre of nature writing to include: Henry David Thoreau, Annie Dillard, Loren Eiseley, and Diane Ackerman, among others. We will discuss and write about the various ways nature writing fuses the concerns of science with the personal and spiritual narrative. We will also discuss the writer's response, whether elegiac or activist, to the diminishment of nature amid the demands of human population and industry. *Mandatory credit/noncredit.*

Ms. Lundquist, *Writing Program*

Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

Chinese 141 (2)
China on Film

Chinese 241
Chinese Poetry and Drama in Translation. *Not offered in 1992-93.*

Chinese 242
Chinese Fiction in Translation. *Not offered in 1992-93.*

Chinese 330 (1)
Images of Women in Chinese Literature

Classical Civilization 104 (1)(A)
Classical Mythology

Classical Civilization 120/ Writing 125B (1)(A)
Epic Vision in Homer and Vergil

Classical Civilization 243 (B¹)
Roman Law. *Not offered in 1992-93.*

Classical Civilization 310 (2)
Greek Drama in Translation

Extrdepartmental 200 (1)(A)
Classical Western Texts in Contemporary Perspective

Extrdepartmental 330 (1)
Seminar. Comparative Literature. Redefining Realism: Lovers and Housewives

German 120/ Writing 125
Views of Berlin. *Not offered in 1992-93.*

German 265
Clashing Myths in German Culture. *Not offered in 1992-93.*

German 275 (2)
Kafka and Mann

Italian 261 (2)
Italian Cinema

Italian 262
Italy: A Cultural Perspective. *Not offered in 1992-93.*

Italian 263 (1)
Dante

Japanese 251
Japan Through Literature and Film. *Not offered in 1992-93.*

Japanese 351 (2)
Seminar. Modern Japanese Novel in Translation

Medieval/Renaissance Studies 247 (2)
Arthurian Legends

Religion 245
Hebrew & Yiddish Literature in Translation. *Not offered in 1992-93.*

Russian 225
Soviet Film 1917-1980. *Not offered in 1992-93.*

Russian 251 (1)
Russian Prose in Translation, from Pushkin to Dostoevsky

Russian 252 (2)
Russian Prose in Translation, from Tolstoy to the Soviet Period

Spanish 263
Latin American Literature: Fantasy and Revolution. *Not offered in 1992-93.*

Courses on Multicultural Issues

The following courses fulfill the multicultural distribution requirement described on p. 53, Multicultural Requirement:

*For those courses marked with an asterisk only the particular title or topic listed below satisfies the multicultural requirement.

- Africana Studies 150a (1)
The Internationalization of Black Power
- Africana Studies 150b (1)
Black Autobiography
- Africana Studies 150e (2)
The Harlem Renaissance. *Not offered in 1992-93.*
- Africana Studies 200 (1)
Africans in Antiquity. *Not offered in 1992-93.*
- Africana Studies 201 (2)
The Afro-American Literary Tradition
- Africana Studies 206 (2)
Introduction to Afro-American History, 1500-present
- Africana Studies 210 (1)
Folk and Ritual Music of the Caribbean. *Not offered in 1992-93.*
- Africana Studies 212 (2)
Black Women Writers
- Africana Studies 215 (1)
Introduction to Afro-American Politics. *Not offered in 1992-93.*
- Africana Studies 217 (1)
The Black Family
- Africana Studies 221 (1)
Public Policy and Afro-American Interests
- Africana Studies 223 (1)
African Development Since 1940
- Africana Studies 225 (1)
Introduction to Black Psychology
- Africana Studies 229
Color, Race and Class in Latin American Development. *Not offered in 1992-93.*
- Africana Studies 230 (2)
The Black Woman in America

- Africana Studies 245 (2)
Caribbean and African Comparative Politics
- Africana Studies 304 (2)
Comparative Historical Redress in Modern Society
- Africana Studies 315 (2)
Seminar. The Psychology of Race Relations
- Africana Studies 318 (2)
Seminar. Women and the African Quest for Modernization and Liberation. *Not offered in 1992-93.*
- Africana Studies 319 (2)
Pan-Africanism
- Africana Studies 335 (2)
Women Writers of the English-Speaking Caribbean. *Not offered in 1992-93.*
- Anthropology 104 (1) (2)
Introduction to Anthropology
- Anthropology 210 (2)
Racism and Ethnic Conflict in the United States and the Third World
- Anthropology 212 (1)
The Anthropology of Law and Justice
- Anthropology 234 (2)
Urban Poverty. *Not offered in 1992-93.*
- Anthropology 246 (2)
Societies and Cultures of Central America and the Caribbean. *Not offered in 1992-93.*
- Anthropology 247 (1)
Societies and Cultures of the Soviet Union. *Not offered in 1992-93.*
- Anthropology 248 (2)
African Cultures in Modern Perspective. *Not offered in 1992-93.*
- Anthropology 257 (2)
Prehistory of North America
- Anthropology 269 (1)
The Anthropology of Gender Roles, Marriage and the Family
- Anthropology 275 (1)
Technology and Society in the Third World. *Not offered in 1992-93.*
- Anthropology 342 (2)
Seminar. Native American Ethnology
- Anthropology 346 (1)
Seminar. Colonialism, Development, and Nationalism: The Nation State and Traditional Societies

- Art 211 (2)**
African Art
- Art 241 (1)**
Egyptian Art. *Not offered in 1992-93.*
- Art 246 (2)**
The Arts of India. *Not offered in 1992-93.*
- Art 247 (1)**
Islamic Art & Culture. *Not offered in 1992-93.*
- Art 248 (1)**
Arts of China
- Art 249 (2)**
Arts of Japan
- Art 337 (2)**
Seminar. Chinese Painting. Topic for 1992-93:
Early Painting in China.
- Chinese 105 (1)**
Master Works of Chinese Literature and
Civilization
- Chinese 141 (2)**
China on Film
- Chinese 213 (1)**
Diverse Cultures of China. *Not offered in 1992-93.*
- Chinese 241 (2)**
Chinese Poetry and Drama in Translation. *Not offered in 1992-93.*
- Chinese 242 (2)**
Chinese Fiction in Translation. *Not offered in 1992-93.*
- Chinese 330 (1)**
Literary Images of Women of Intellect, East and
West, 18th and 19th Centuries
- Economics 220 (1)**
Development Economics
- Economics 239 (2)**
Political Economy of East Asian Development
- English 114 (1)**
Race, Class, and Gender in Literature
- English 364 (2)**
Race and Ethnicity in American Literature
- English 384 (1) ***
Literature and Empire
- English 387 (1) ***
Authors
- First Year Cluster ***
Gendered Selves: Biology, Culture, Ethnicity
- French 249 (1) (2) ***
Selected Topics
- French 330 (2) ***
French and Francophone Studies
- History 103 (2)**
History in Global Perspective: Cultures in Con-
tact and Conflict
- History 219**
The Jews of Spain and the Lands of Islam. *Not offered in 1992-93.*
- History 263 (1)**
South Africa in Historical Perspective
- History 264**
History of Precolonial Africa. *Not offered in 1992-93.*
- History 265**
History of Modern Africa. *Not offered in 1992-93.*
- History 270 (1)**
Japan Before 1800
- History 271**
Japan Since 1800. *Not offered in 1992-93.*
- History 275 (1)**
Imperial China
- History 276 (2)**
China in Revolution
- History 284**
The Middle East in Modern History. *Not offered in 1992-93.*
- History 286 (1)**
Islamic Society in Historical Perspective
- History 327**
Zionism and Irish Nationalism: A Comparative
Perspective. *Not offered in 1992-93.*
- History 342**
Seminar. Women, Work and the Family in African
History. *Not offered in 1992-93.*
- History 346 (1)**
China and America: The Evolution of a Troubled
Relationship
- History 347**
The Cultural Revolution in China. *Not offered in 1992-93.*

History 364 (2)
Seminar. Women in Islamic Society: Historical Perspectives

Japanese 251 (2)
Japan Through Literature and Film. *Not offered in 1992-93.*

Japanese 351 (2)
Seminar. Modern Japanese Novel in Translation

Music 106 (1)
Topics in Ethnomusicology

Philosophy 202 (2)
Introduction to African Philosophy

Philosophy 205
Chinese Philosophy. *Not offered in 1992-93.*

Political Science 204 (1)
Political Economy of Development and Underdevelopment

Political Science 207 (2)
Politics of Latin America

Political Science 209
African Politics. *Not offered in 1992-93.*

Political Science 214 (2)
Politics of Race and Ethnicity

Political Science 239 (2)
Political Economy of East Asian Development

Political Science 302
Seminar. Communist Parties. *Not offered in 1992-93.*

Political Science 305 (1)
Seminar. The Military in Politics

Political Science 307 (2)
Seminar. Gender, Culture and Political Change

Political Science 337 (2)
Seminar. The Politics of Minority Groups in the United States

Political Science 343 (2)
Seminar. New Theoretical Perspective: The Politics of Identity

Religion 104 (1) (2)
Introduction to the Hebrew Bible/Old Testament

Religion 108 (1)
Introduction to Asian Religions

Religion 108M (2)
Introduction to Asian Religions

Religion 140 (1)
Introduction to Jewish Civilization

Religion 204
Law, Social Order and Religious Practice in Hebrew Bible. *Not offered in 1992-93.*

Religion 205 (1)
Genesis and the Ancient Near East Mythologies

Religion 226
Liberation Theology. *Not offered in 1992-93.*

Religion 241 (2)
Introduction to Rabbinic Literature

Religion 242
Rabbis, Romans and Archaeology. *Not offered in 1992-93.*

Religion 243 (2)
Women in the Biblical World

Religion 245
Hebrew & Yiddish Literature in Translation. *Not offered in 1992-93.*

Religion 251 (1)
Religions of India

Religion 253
Buddhist Thought and Practice. *Not offered in 1992-93.*

Religion 254
Chinese Thought and Religion. *Not offered in 1992-93.*

Religion 255 (2)
Japanese Religion and Culture

Religion 262
The Formation of Islam. *Not offered in 1992-93.*

Religion 263 (2)
Islam in the Modern World

Religion 271 (1)
Native American Religious Traditions

Religion 303
Seminar. Themes in the History of Bible Interpretation. *Not offered in 1992-93.*

Religion 340 (2)
Seminar. The Holocaust

Religion 353 (1)
Seminar. Zen Buddhism

Religion 356
Seminar. Ideal Society in Asian Religions. *Not offered in 1992-93.*

Religion 357

Seminar. Issues in Comparative Religion. *Not offered in 1992-93.*

Religion 362

Seminar. Religion and State in Islam. *Not offered in 1992-93.*

Religion 363 (1)

Seminar. Literature of Islamic Societies

Sociology 324

Seminar. Social Change. *Not offered in 1992-93.*

Spanish 251 (2)

Freedom and Repression in Spanish American Literature. *Not offered in 1992-93.*

Spanish 253 (2)

The Spanish American Short Narrative

Spanish 255 (2)

Chicano Literature: From the Chronicles to the Present. *Not offered in 1992-93.*

Spanish 257 (2)

The Word and the Song: Contemporary Latin American Poetry

Spanish 259 (1)

Spanish Practicum

Spanish 261 (2)

Contemporary Spanish American Theatre. *Not offered in 1992-93.*

Spanish 263 (1)

Latin American Literature: Fantasy and Revolution. *Not offered in 1992-93.*

Spanish 265 (2)

History of Latin America. *Not offered in 1992-93.*

Spanish 267 (1)

The Writer and Human Rights in Latin America. *Not offered in 1992-93.*

Spanish 269 (2)

Caribbean Literature and Culture. *Not offered in 1992-93.*

Spanish 305 (2)

Hispanic Literature in the United States. *Not offered in 1992-93.*

Spanish 311 (1)

The Literary World of Gabriel Garcia Marques and the Post-Boom. *Not offered in 1992-93.*

Spanish 315 (2)

Seminar. Luis Buñuel and the Search for Freedom and Morality. *Not offered in 1992-93.*

Spanish 317 (1)

Seminar. The New World in Its Literature: Conquest and Counter-Conquest

Spanish 321 (1)

Seminar. Latin American Women Writers. *Not offered in 1992-93.*

Women's Studies 220

Women, Peace and Protest: Cross-Cultural Visions of Women's Actions. *Not offered in 1992-93.*

Women's Studies 222 (2)

Women in Contemporary Society: Different Ways of Knowing

Women's Studies 250

Asian Women in America. *Not offered in 1992-93.*

Women's Studies 305 (1)

Seminar. Topics in Gender, Ethnicity and Race

Women's Studies 330 (2)

Seminar. Twentieth-Century Feminist Movements in the First and Third Worlds

FACULTY



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Legend

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A¹ Absent on leave during the first semester
A² Absent on leave during the second semester

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The National Development Fund Council sets policy and provides leadership for all efforts to seek voluntary financial support of the College. Wellesley welcomes all gifts in support of its educational and charitable missions. The generous contributions of alumnae, friends, and parents provide the means by which the College is able to maintain the standards of excellence that are the hallmark of a Wellesley education.

Mrs. Harold Tanner (*Estelle Newman '57*)
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At the time of publication, members of the National Development Fund Council for 1992-93 had not been appointed.

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TRAVEL INSTRUCTIONS



Travel Instructions

IF YOU DRIVE

From the West:

Take the Massachusetts Turnpike East to Exit 14 (Weston). Then go south on Interstate 95 (Route 128) for 1/2 mile to Route 16 Exit. Follow Route 16 West for 4 miles through the town of Wellesley to the College entrance, opposite the golf course.

From the East:

Take the Massachusetts Turnpike West to Exit 16 (West Newton). Follow Route 16 West, directions above.

From the North:

Take Interstate 95 (Route 128) South to Exit 22A/22 (Route 16 West). Follow Route 16 West, directions above.

From the South:

Take Interstate 95 (Route 128) North to Exit 22 (Route 16 West). Follow Route 16 West, directions above.

IF YOU ARRIVE BY PLANE

From Logan International Airport, you can travel to Wellesley by subway or by taxi. By MBTA (subway): At the airport, take the shuttle bus (free) to the Airport MBTA stop. Then take an inbound Blue Line car four stops to Government Center. Go upstairs and change to a Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop. (The fare is 85 cents.)

From Woodland: Take a taxi (approximately \$13.00). If necessary, call Veteran's Taxi at 235-1600.

Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.

Taxi:

The taxi cost from Logan Airport and other points in the city, including tolls, is approximately \$40.00. There is a small additional charge when more than three people share a cab. If no cab is available, call Veteran's Taxi at 235-1600.

IF YOU ARRIVE BY TRAIN

Take Amtrak to South Station in Boston. From there, take the Red Line car (MBTA subway) two stops to Park Street. Change to an outbound Green Line car marked "RIVERSIDE-D." Get off at Woodland, the second to last stop (the MBTA fare is 85 cents). Then follow the above directions from Woodland.

IF YOU ARRIVE BY BUS

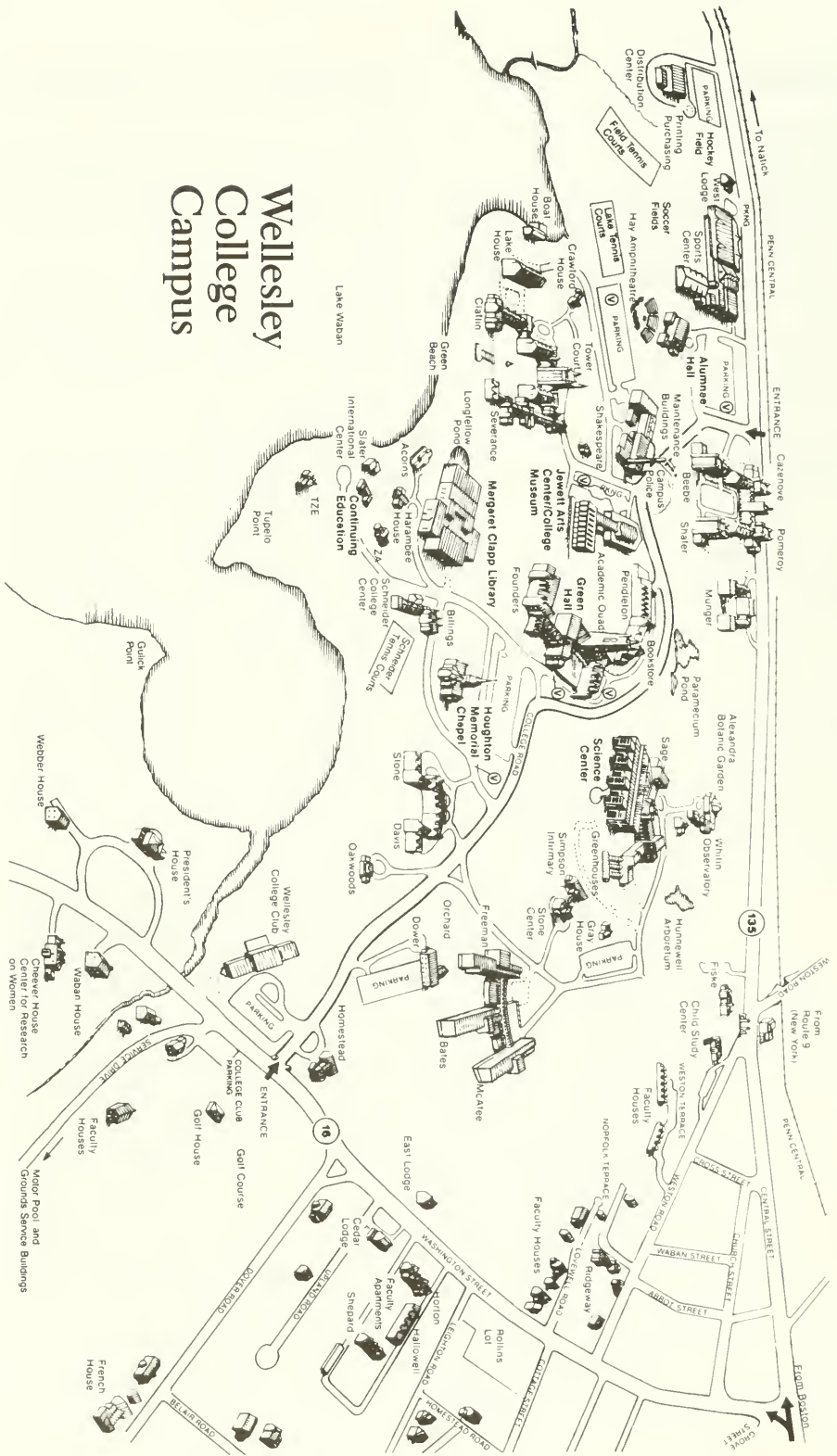
Take the Greyhound or Peter Pan bus to the RIVERSIDE terminal, one stop before Boston. From there, take a taxi to the College (approximately \$13.00). If necessary, call Veteran's Taxi at 235-1600.

All fares quoted are subject to change.



Wellesley College Campus

Lake Waban



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WEST LODGE

SPORTS CENTER

SOCCER FIELDS

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CRANFORD HOUSE

LAKE HOUSE

BOAT HOUSE

LAKE GRASS

CRANFORD COURT

TOWER

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MAINTENANCE BUILDINGS

BECKE SLATER

MUNGER

PARAMOUNT

ALLEGRA

BOTANIC GARDEN

WINN

FLAKE

CHILD STUDY CENTER

WELLESLEY TERRACE

WELLESLEY HOUSES

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WELLESLEY COLLEGE

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

The information contained in this Bulletin is accurate as of July 1992. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

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